



KING GEORGE THE FIFTH EMPEROR OF INDIA

(See Page 100)

The Royal School Series

NELSON'S
Indian Readers
First Book



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PREFATORY NOTE.

THIS little book is intended for use in schools in the East in the first class above the Primary Department. It is, in fact, a Second English Book.

In such schools English is not the mother tongue of the great majority of the pupils, and many of the things that most interest English children are quite strange to them. I have therefore tried so to arrange the lessons that a strictly limited number of new words and grammatical forms should appear in each, and that the subject-matter should present, as such, no difficulties.

The total number of words employed is considerably less than a thousand. Many of these will be known to children who have worked through an English Primer, and many others are proper names, which, if not already known in their English form, will be easily learned.

Each lesson will, I think, be found to provide, on an average, a week's work. The book should therefore be read in a school year.

In an appendix will be found Hints for Teachers, in which the principles of method which have determined the form of the book are explained in some detail.

Two stories from "Indian Nights' Entertainment" are inserted, with the very kind permission of the Rev. C. Swynnerton, F.S.A., the author of that work. The language of these stories has, however, been considerably simplified.

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BOOK I.



FIRST LESSON.

SHEEP AND LAMBS.

Look at this picture. There are three sheep and three lambs in it. One lamb is lying down, one lamb is walking, and one lamb is eating grass. The three sheep are all standing up.

There are flowers in the grass. The flowers are white, and the sheep and lambs are white. Behind the sheep are water, trees, and a house.

Conversation :—*What* is this? It is a picture. *What* are in the picture? There are three sheep and three lambs in it. *What* is this lamb eating? The lamb is eating grass. *What* are the sheep standing on? The sheep are standing on the grass. *What* are in the grass? Flowers are in the grass. *What* are white? The flowers are white, the sheep are white, and the lambs are white. Etc.

Word-study :—

grass; all	pic'ture; it	{ up	{ white
{ lamb	there	{ one, first	{ be-hind
stand, stand'ing	{ three; tree	{ flow'er	{ ly'ing
{ wa'ter	{ sheep	{ down	{ lie
{ walk, walk'ing	{ eat	{ house	{ look

Copy, and fill in the blanks.—There are three — and — sheep. A — is eating —. Behind are — and a —.

SECOND LESSON.

Introductory sentences :—Sheep can eat grass; they can walk. A sheep can lie down; it can stand up. We can look at this picture. Lambs can eat; they can eat grass.

One lamb is *near* two sheep. The house is *near* the water. The trees are *near* the water.

LIONS.

IN this picture there are a lion, a lioness, and three cubs. A little sheep is a lamb; a little lion is a cub. The



lioness is lying down, and the large lion is standing up behind the lioness. One cub is lying down near the lioness, and two cubs are playing.

We can see the eyes, ears, and tails of the lion, the lioness, and the cubs

We can see two children. They are standing behind and looking at the lions. The children are English children. One child is a girl, and one is a boy.

Conversation : —What *can we see* in this picture? We can see a lion, a lioness, and three cubs. What *else* can we see? We can see two children. What are little lions? Little lions are cubs. What are little sheep? Little sheep are lambs.

Where is the lion? The lion is behind the lioness. Where is one cub lying down? One cub is lying down near the lioness. Where are the sheep standing in the first picture? They are standing on the grass. Where is the water? It is behind the sheep. Where is the lamb lying down? The lamb is lying down behind the sheep.

Word-study :—

li'-on, li'-on-ess	ear, ears	see
child, chil'-dren	near	sheep
eye, eyes	play, play'-ing	large
kit'-ten	tail, tails	girl
lit'-tle	they	boy
Eng'-lish	where	two, sec'-ond
her	can; cat	else

Copy, and fill in the blanks. The little — is playing. A — is standing behind. The lion is — the lioness. The girl and the — are — at the lions. The — is large.

THIRD LESSON.

Introductory sentences :—In the first picture there are *many* flowers. There are *six* sheep and lambs in it, and there are *many* trees.

The lambs are *near*, the trees are *far off*. The flowers are *near*, the house is *far off*.



COCOANUT TREES.

HERE is a picture of cocoanut trees. A man is climbing up a tree. There are many cocoanuts on it.

Behind the trees there is water. Behind the trees the water is blue ; behind

the cart it is red. The grass is green : the trees are green, and the cocoanuts are red.

There are two bullocks and a cart. A man is near the bullocks. The bullocks are white. The cart is a bullock-cart. One man has a white turban, and one man has a red turban.

In this picture there are no sheep, there are no lambs, and there is no house.

We can count the cocoanut trees. There are six trees near, and sixteen far off. There are sixteen cocoanuts on the trees.

Conversation :—What *colour* is the water behind the trees ? It is blue. What *colour* is the grass ? It is green. What *colour* is the water behind the cart ? It is red. What *colour* are the cocoanuts ? They are red. What *has* the man ? He *has* a red turban. What *else* has he ? He has a cart. Etc.

Word-study :—

{ far	{ bŭl'lock	many	count
{ cart	{ blue	col'our	climb, climb'ing
{ grass	{ here	red	[lamb]
{ man	{ green	tur-ban	{ co'coa-nut, co'coa-nuts
{ has	{ six'teen		{ no

Copy, and fill in the blanks.—The cart is on the grass. Many — are on the trees. No lamb can — a tree. Far off there are — trees. The — cart is near the —. There is a — lion in the — picture.

FOURTH LESSON.

Introductory sentences · Trees are high. Trees are higher *than* sheep. Sheep are white. Sheep are whiter *than* lions. Cats are larger *than* kittens. Men are larger *than* children. The man in the tree is higher *than* the man near the cart.

A man *with* two bullocks. A lioness *with* her cubs. A sheep *with* lambs. The lioness has cubs; *she* is looking at *them*. They are looking at *her*. There are two children; we can see *them*. There are green trees and blue water; we can see *them*. What are *these*? They are cocoanuts. *These* trees are near; *those* trees are far off.

: AN INDIAN GIRL.

ON the next page is a picture of a little Indian girl. She has a blue saree, a yellow jacket, and a red skirt. She has bangles on her arms, and earrings in her ears.

She is standing in the street, and is putting one foot on a step. Behind her is a white house with green windows.

The street is in a town in India. Many people are walking in the street, and behind them is an elephant. A man with a white turban is on the elephant. The houses are high, and behind them are temples, these are higher than the houses. The elephant is higher than the people.



A STREET IN INDIA

Conversation.—What is higher than the people? The elephant is higher. What colour is the jacket? It is yellow.

Who is standing in the street? The little girl. Who is on the elephant? A man with a white turban. Who are walking in the street? People are walking in the street.

Word-study: —

{ has
jack-et
ban-gle, ban-gles

{ sa'ree
arm, arms
In-di-a, In-di-an
win-dow, win-dows
house, hous-es

{ yet-low
tem-ple
them
step
el-e-phant
(town
(down

{ she
these
ear-ring, ear-rings
street
peo-ple
high, high-er
put, put'ting
four, fourth

Copy and fill in the blanks. The Indian --- is --- the street. She --- one foot --- a ---. The temple is --- than the ---. People are --- in the ---. The houses are ---. The windows are ---.

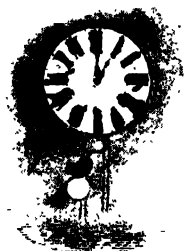
FIFTH LESSON.

Introductory sentences.—The man is climbing up a tree; he will climb down. The Indian girl is standing; she will walk. The people are walking in the street; they will stand.

The cat has no kittens. She is without kittens. The man has no children. He is without children. The man is near his cart and his bullocks.

TWO NURSERY RHYMES.

HICKORY, dickory, dock,
The mouse runs up the clock;
The clock strikes one,
The mouse runs down—
Hickory, dickory, dock!



Sixth Lesson



LITTLE Tommy Tucker
Sings for his supper.

What will he eat?
White bread and butter

How will he cut it
Without e'er a knife?

How will he marry
Without e'er a wife?

Conversation:—Who will sing for his supper? Tommy Tucker will sing for his supper. What will he sing for? For his supper. What will the lamb eat? The lamb will eat grass. Who will climb up the tree? The man will climb up the tree. What is behind the Indian girl? A house is behind her. What has she on her arms? She has bangles on her arms. Where will the girl walk? She will walk in the street.

Word-study:—

mar-ry	{ house; how	{ knife	{ runs
will	{ mouse, mice	{ wife	{ cut
sing, sings	{ with-out'	{ strike, strikes	{ but-ter
his	{ ev-er, e'er	{ he	{ sup-per
five, fifth	{ what	{ bread	{ clock

SIXTH LESSON.

*Introductory sentences:—*Sheep are *not like* lions. Kittens are *not like* lambs. Children are *not like* cats. Trees are *not like* water. Bullocks are *not like* cocoanuts.

Children *try to* count trees. They *try to* climb higher than cats. They *try to* play with lions. Cats *try to* eat mice.

A RAILWAY CARRIAGE.

THE people in this picture are in a carriage in a train. They are English people, and are not like Indian people. There are a father, a mother, a little boy, and a little girl.



The father wears a straw hat. He is looking at his watch. The little girl is sitting on the seat. Her doll is lying near her. She is playing with the window-curtain.

The little boy is kneeling on the seat.

He is trying to push the train on. He wears a straw hat, a jacket, and trousers. The little girl has no saree ; she has no bangles. She has no earrings in her ears.

The carriage is not like an Indian carriage. The windows are not like the windows in Indian carriages, and Indian carriages are larger. We can try to find the luggage in the carriage.

Conversation:—Who is sitting on the seat ? The father is sitting on the seat. Who else is sitting on the seat ? The mother. What is the father doing ? He is looking at his watch. What is the little girl doing ? She is playing with the window-curtain. What is the little boy doing ? He is trying to push the train on. What is the Indian girl doing ? She is putting her foot on the step. Etc.

Word-study:—

{ car-riage	fâ'ther	find ; like
{ hat	mô'ther	{ his
{ seat	straw	{ sit, sit'ting
{ kneel, kneel'ing	{ doll ; not	{ with
wear, wears	{ watch	cur'tain
train	do, do'ing	lug-gage

SEVENTH LESSON.

Introductory sentences:—The lamb's tail is long. The Indian girl's saree is red. The English girl's doll is on the seat. The man's cart is a bullock-cart. The father's wife is the children's mother



How many window-curtains are there in the carriage
We can see *only* two. There are two children; there is
only one doll. There are *many* houses; there is *only* one ele-
phant. There are *many* flowers; there are *only* three lambs.

The ~~town~~ *seems to be* in India. The children *seem to be*
English. The doll *seems to be* the little girl's. The clock
seems to sing, "Hickory, dickory, dock." The mouse runs
down *because* the clock strikes one.

AN ELEPHANT.

HERE are an elephant and a little
Indian child. The child is lying on
the ground. It wears a cloth.

The elephant has a branch of a tree in his trunk. He is trying to keep the flies off the child. The child is putting up one hand and trying to play with the elephant's trunk.

We can see the elephant's large ear and little eye, and his long, white tusk.

How many tusks has the elephant? how many eyes? how many ears? and how many legs?

In the picture we can see only one tusk, one ear, and one eye. We can see the child's two legs and two arms, and the elephant's four legs.

We can see in the picture the sky, the grass, a little temple, and three cocoanut trees. The elephant and child are near, the temple and trees far off. The elephant seems to be higher than the temple and the trees because it is nearer.

Word-study :---

hand	{ cloth	{ leg, legs
branch	{ long	{ sev'en, sev-enth
{ keep	{ of	ground
{ seem,	on-ly	{ fly, flies
{ seems	{ tusk, tusks	sky
be	trunk	be-cause'

Copy, and fill in the blanks.—The elephant has a branch — a tree — his trunk. The — cloth is —. The elephant is — — the — and the —. The child is — to play — the elephant. We can see only — cocoanut trees

EIGHTH LESSON.

Introductory sentences:—The girl *sitting* in the carriage is an English girl. The girl *putting* her foot on the step is an Indian girl. The children *looking* at the lions are English. The elephant is behind the people *walking* in the street. The man *wearing* a straw hat is the children's father. The luggage *lying* in the carriage is the mother's.

Two cubs are playing, and *another* is lying down. One man is climbing a tree, and *another* is standing near the cart. One child is a boy, and *the other* is a girl. One girl is English, *the other* is Indian. *Some* children are boys, and *others* are girls. *Some* girls are English, and *others* are Indian. *Some* flowers are white, *others* are red. *Some* skirts are yellow, *others* are blue.

The elephant seems higher than the temple because it is far off, *but* the elephant is not *really* higher. We can see only one lion, *but* we can see three cubs. The clock *really* sings "tick-tock, tick-tock."

The father's hat is *made of* straw. The girl's saree is *made of* cloth. The boy's jacket is *made of* cloth.

A DOG.

HERE is a picture of a dog standing on a bridge. The bridge is made of the trunk of a tree. The dog is brown and white, and his collar is black.

The dog has a piece of meat in his mouth. Under the bridge there is water, and the dog sees the reflection of himself and his piece of meat in the water.

He is saying to himself, "Here is another dog with a piece of meat in his mouth. He is like me, but his piece of meat is larger than my piece."

The piece of meat in the water is not really larger than his piece, because it is a reflection.

The dog's ears are long, and his tail is short. Some dogs have long ears and long tails. Others have short ears and short tails. Others have short ears and long tails.

The dog has a collar round his neck, because he has a master. Some dogs have no collars, because they have no masters.

Word-study :—

{ black have meat re'al-ly me see, sees piece	{ made say, say'-ing re-flec'-tion neck him-self' bridge but	{ oth'er, oth'ers, an-oth'er some un'-der mas'-ter brown	{ mouth round dog col'lar short eight, eighth



Copy, and fill in the blanks. Some dogs no masters. The dog has a of meat. The dog's is his neck. The water is the bridge. The of the dog is in the water.

Close your books and write a sentence about (1) cocoa nut trees; (2) an English boy; and (3) Tommy Tucker.

NINTH LESSON.

Introductory sentences: People walk *about* the streets. Mice run *about* houses.

Towns are made *up of* streets; streets are made *up of* houses. The mouse runs *down* the clock; we walk *down* steps, and we lie *down* and sit *down*. Men climb *up* trees and walk *up* steps, and a boy can sit *up* and can stand *up*. The dog looks *down* at his reflection. The reflection seems to look *up* at him.

In one picture we can look *for* the children, in another we can look *for* the bridge. Tommy Tucker eats bread *for* his supper.

A RAILWAY STATION.

HERE is an English railway station. We can see the train coming under the bridge. It is made up of an engine and three carriages, and is not a long train.

People are on the platform, waiting for the train. Some are standing still; others are walking about, and others are sitting down. We can count them. There are three gentlemen, two ladies, one little boy, and a baby.

One gentleman is running down the steps, because he is late, and is trying to catch the train.

We can read the letters in the picture—PORTERS' R. This is really "Porters' Room." A porter is a station cooly. We see a porter with luggage in the picture.

We can also read in the picture—BOOKING OFFICE. People can buy tickets at the booking office. We can see two gentlemen coming out of the booking office.



Word study.

{ plat'form	{ en'gine	{ come, com'ing
{ catch	{ let'ter, let'ters	{ run, run'ning
{ rail-way	{ gen'tle-man, gen'tle-men	{ out
{ wait, wait'ing	{ read	{ a-bout'
{ late	{ still	{ room
{ ba'by	{ tick-et, tick'ets	{ cool'y
{ la'dy, la'die	{ for	{ book'ing
{ door	{ por'ter, por'ters, por'ters'	{ of'fice

Notice.

Lamb, lamb's, lambs, lambs'.	Child, child's, children, children's.
Boy, boy's, boys, boys'.	Gentleman, gentleman's, gentlemen, gentlemen's.
Porter, porter's, porters, porters'.	Lady, lady's, ladies, ladies'.

TENTH LESSON.

Introductory sentences : -The little girl *is sitting* on the seat. The boy *sat* on the seat. The mouse *runs* about the house. The mouse *ran* about the house. The gentlemen *are* walking about. The gentlemen *were* walking about.

The boy *was* kneeling on the seat, and *then* he *tried* to push the train on. First the clock sings "hickory," *then* it sings "dickory."

There are lambs in the first picture, there are *none* in the second picture. Some girls have dolls, others have *none*. The cubs are with the other cubs; the dog on the bridge is *all alone*. The porter on the platform is not *all alone*.

If a sheep eats, it eats grass. *If* the clock strikes, the mouse runs down.

NONSENSE RHYMES.

JACK and Jill went up the
hill
To fetch a pail of water;
Jack fell down, and broke
his crown,
And Jill came tumbling
after.



THERE was* an old woman
Lived under a hill;
And if she's not gone,
She lives there still.

* *In rhyme* - *There was* an old woman lived
In prose An old woman lived. Etc.

THERE were* two birds sat
on a stone;
One flew away, and then
there was one.
The other flew after, and
then there was none;
And then the poor stone
was left all alone.



*Conversation:—*What *did* the birds *sit on*? They sat on a stone. What *did* the mouse *run up*? It ran up the clock. Where *did* the girl *walk*? She walked in the street. Where *did* the gentlemen *buy* tickets? They bought them at the booking office.

Who tried to push the train on? The little boy tried to push the train on. *Who bought* the tickets? The gentlemen bought them.

What *was* the little girl *doing*? She was playing with her doll. What *were* the cubs *doing*? They were playing.

What *did* the mouse *do*? It ran up the clock. What *did* Tommy Tucker *do*? He sang for his supper. What *did* the father *do*? He looked at his watch.

Word-study:—

was, were	stone; a-lone'	crown
all; fall, fell	{ break, broke	leave, left
{ go, gone	{ pail	bird
{ so; old	{ af-ter; a-way' }	poor
{ Jill; Jack }	none	fly, flew
{ sit, sat }	{ ten, tenth	do, do'ing, did
{ will; if	{ them; then	wom'an
live, liv'ing, lived	fetch	tum'ble, tum'bling

Write three sentences containing *none*, three containing *then*, and three containing *if*.

* In rhyme—There were two birds sat In prose—Two birds sat. Etc
1937

ELEVENTH LESSON

Introductory sentences :—The gentleman *has come* to the station, and is walking on the platform. The lioness *has eaten* a piece of meat, and is lying down. The bird is all alone, the others *have left* it. One cooly *has climbed* a tree; the other is standing on the ground. The dog's master *has put* a collar round his neck.

The little boy *cannot push* the train along. The dog *cannot eat* the reflection of a piece of meat. You *cannot buy* tickets in the porters' room.

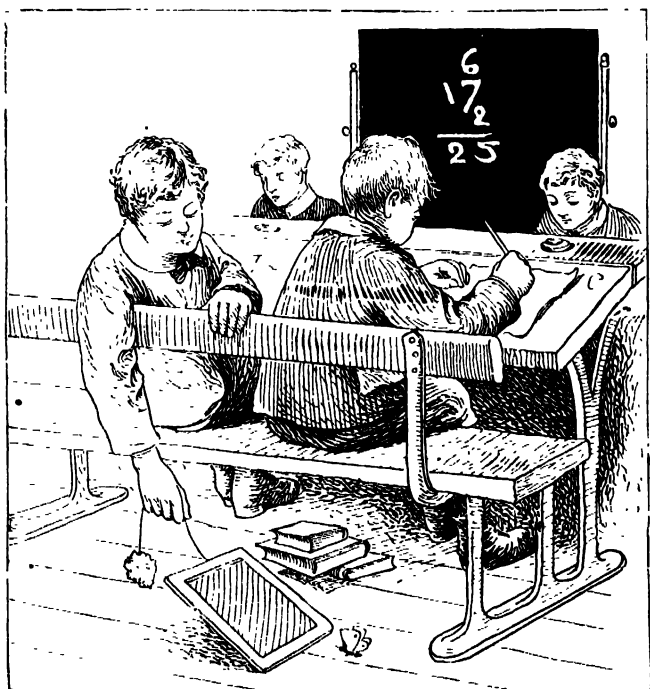
Mice are small, *but* flies are *very* small. Elephants are *very* large. There are many people in the street, *but* there are *very* many people in India.

A SCHOOLROOM.

IN this picture there are some English boys in school. They are sitting at a desk. The master has written a very easy sum on the blackboard.

Three boys are industrious. One of them is writing. He writes with his right hand, and he holds the copy-book with his left hand. Three books are lying on the floor.

One boy is idle, and is playing with his slate and a butterfly. He is trying to make the butterfly walk on his slate. He thinks the sum very difficult, because he is idle.



We cannot see the schoolmaster, because he has gone out. You will see him in the next picture.

The boys wear coats and trousers, and have collars round their necks. The collars are not like the dog's collar in the eighth Lesson.

*Conversation:—*Who has written on the blackboard? The schoolmaster has written on the blackboard. What has he

written He has written an easy sum. What *has* the schoolmaster *done*? He has written on the blackboard. Where *has* the boy *put* his books? He has put them on the floor.

Word-study :—

{ black'board	{ right	e-lev'en,
{ can'not	{ write, writ'ing, writ'ten	e-lev'enth
{ slate	{ i'dle	{ sum
{ make, made	{ think, thinks, think'ing	{ in-dus'tri-ous
{ desk	{ dif'fi-cult	{ but'ter-fly
{ ver'y	book, cop'y-book	floor
{ next	school	ea'sy

Copy, and fill in the blanks :—The master — — — out. He — see the boy. If a boy is — he holds his — — with his — hand. Boys' collars are not — dogs' —. The sum on — — — is — —. An — boy thinks sums —; an — boy — sums —

TWELFTH LESSON.

Introductory sentences :—You are *now* sitting in the schoolroom; after school you will play. You have written a copy; you are *now* reading.

We see the train *just* coming under the bridge. The Indian girl has *just* put her foot on the step. The man has *just* climbed up the tree. We can count the boys in the picture. We have *just* counted them.

A sheep *has been* a lamb. A lamb is not *yet* a sheep. The boy is not *yet* a man. The father and mother have caught the train. The man on the steps has not *yet* caught it.

The lion is behind the lioness; the lioness is *in front of* the lion. The temple is behind the elephant; the elephant is *in front of* the temple.

Perhaps the dog thinks the other dog will eat his piece



of meat. If the doll is not the girl's, *perhaps* it is the boy's. The boy seems to be industrious ; *perhaps* he is really idle.

THE SCHOOLROOM AGAIN.

HERE is another picture of a school-room. We now see the schoolmaster. He has a beard, and wears a longer coat than the boys. In his right hand he holds a long piece of white chalk. He has just asked a question.

Two boys are standing up. One has been idle, and cannot answer; the other is answering the master's question.

The other boys sit and listen to the answer. One boy holds his slate on his knee. His books lie near him on the floor; they are not placed neatly in front of him.

On the wall are two maps. One is perhaps a map of India. We cannot see it clearly, and we can see nothing on the other map.

The master has not yet written on the blackboard. Perhaps he is only just beginning the lesson.

Word-study:—

place, placed	be, been	lis'ten
{ school-mas'ter	{ knee	now
{ ask, asked	{ beard	coat
{ an'swer	{ neat'ly	be-gin', be-gin'ning
{ chalk	{ clear'ly	{ noth'ing
{ north	{ ques'tion	{ front
map	{ les'son; yet	twelve, twelfth

Notice:—

He climbs; he has climbed.	He thinks; he has <i>thought</i> .
He counts; he has counted.	He catches; he has <i>caught</i> .
He listens; he has listened.	He is; he has <i>been</i> .
He puts; he has <i>put</i> .	He sits; he has <i>sat</i> .

Write six sentences, using forms like *he climbs*, and six using forms like *he has climbed*.

THIRTEENTH LESSON.

Introductory sentences.—We do not see elephants *everywhere*. We see grass and trees *everywhere*. Idle boys play in school, *but* industrious boys read and write. Elephants are large, *but* mice are very small.

Temples are *as high as* trees. Boys are *as* industrious *as* girls. The water seems *as blue as* the sky.

Industrious boys are *sure* to read many books. Dogs are *sure* to eat meat. *To talk* is *against the rules* of a school. *To play* in school is *against the rules*.

The father *made* the boy *wear* a jacket. The mother *made* the little girl *sit* on the seat. The mother *made* the Indian girl *go* for water. The cat *made* the mouse *run* away.

The dog saw his reflection, *so* he thought, "There is another dog." The birds flew away, *so* the stone was left all alone. The train was late, *so* the boy tried to push it on.



MARY'S LAMB.

MARY had a little lamb ;
Its fleece was white* as snow ;
And everywhere that Mary went
The lamb was sure to go.

It followed her to school
one day ;

That was against the rule.
It made the children laugh
and play,

To see a lamb at school.



* *In poetry* — "White as snow," "did appear."

In prose — As white as snow, appeared.

The explanation of the two *that*s and of *it* in this piece should be deferred ; the meaning can be grasped without it

Fourteenth Lesson.



And so the teacher turned him
out ;
But still he lingered near,
And waited patiently about,
Till Mary did appear.

Word study :—

Ma-ry	{	re-ceive	fol-low, fol-lowed
ev-er-y-where	{	ap-pear', ap-peared'	to
{ at		laugh	{ sure
{ that		so	{ rule
{ pa-tient-ly	{	go, went	turn, turned
{ day	{	snow	{ lin-ger, lin-gered
a-against'		thir-teen, thir-teenth	till

Copy, filling in the blanks :—The lamb's — was — —
as —. The lamb — Mary — —. The teacher turned the
— out, — he — near till Mary —. The children — to
see a lamb — —.

FOURTEENTH LESSON.

Introductory sentences :—Boys write copies *while* sitting
in school. The children laughed *while* the lamb was in school.
While the gentleman was on the platform the train came.

After playing with the doll the girl played with the window-
curtain. *After* eating grass the sheep lay down. *After*
writing on the blackboard the master began the lesson.

The Indian girl *no longer* walks in the street ; she stands
still. The birds *no longer* sit on the stone, and the old
woman *no longer* lives under the hill. The girl *no longer*
plays with her doll.

Sheep cannot climb trees { and sheep cannot } eat meat
nor



Cubs cannot read books { and cubs cannot } write copies.
 { nor }

Mary was *kind to* her lamb. Mother is *kind to* us.

THE EXPLORER AND THE MONKEY.

THE man in these pictures is an explorer. While travelling through the jungles he has found a sick monkey.

It is lying on the ground, and cannot run about nor climb trees. He ~~has~~ his gun in one hand, and is standing with his other hand on his knee looking at the sick monkey.

In the next picture we see him carrying the monkey on his shoulder. He has carried it for many days, and the monkey is no longer sick.

In the third picture we see the explorer in great difficulty. He has drunk all his water, and his bottle is lying near him empty. He is very thirsty, and can no longer walk or carry the monkey.

In the fourth picture the monkey is climbing a tree to get a cocoanut for the explorer. In the next picture we can see the explorer drinking the milk of the cocoanut, while the monkey looks on. After drinking, the explorer can walk on, and in the last picture he again carries the monkey on his shoulder.

The monkey was kind to the man because the man was first kind to the monkey.

Word study

trav'el, trav'el-ling	sick	ex-plōr'er
car'ry, car'ries	dif-fi-cult-y	mon'key
great	milk	jun'gle
a-gain'	drink, drink'ing,	gun
emp'ty	drunk	through
get	bot'tle	shoul'der
kind	thirst'y	four'teen,
		four'teenth

Write one sentence about each of the following: the explorer, the explorer's gun, the explorer's bottle, what the explorer wears, the monkey.

FIFTEENTH LESSON.

Introductory sentences: The bridge *was made* of the trunk of a tree. The stone *was left* all alone. The lamb *was turned* out of school. The sum *is written* on the blackboard. The books *were placed* on the floor. The children *were made* to laugh. Tickets *are bought* at the booking office.

The monkey *thought of a way* to be kind to the explorer. The little boy *thought of a way* to make the train go on. The industrious boy *thinks of a way* to do his sum.

The lame went everywhere with Mary: *at last* it followed her to school. We waited on the platform till *at last* the train came. The old woman lived under the hill till *at last* she went away.

THE JACKAL AND THE FLEAS.

A CERTAIN jackal was troubled by fleas; and they bit him very much. At last he thought of a way to get rid of them.



He went to a tank, and took a dry stick in his mouth. He then walked slowly into the water.

The fleas on his feet then began to hop higher up his legs. Then he went farther into the water, and the fleas hopped from his legs on to his body.

Then he went in farther, and the fleas hopped from his body on to his head. At last he put his head under the water, and the fleas hopped on to the stick in his mouth.

He then left the stick in the water and ran out quickly, and in this way got rid of all the fleas.

REV. C. SWYNNERTON, F.S.A.

Conversation.—What *are* bought at the booking office? Tickets *are* bought at the booking office. Who *were* made to laugh? The children *were* made to laugh. Where *were* they made to laugh? In school. What *was* written on the blackboard? Where *was* the sum written?

Word-study.—

{ jack'al	{ dry	far, far'ther
{ tank	{ bite, bit	{ troub'le
take, took	{ stick	{ much
{ flea	{ quick'ly	{ slow'ly
{ feet, foot	{ bod'y	{ snow
{ them	{ hop, hopped	cer'tain
{ head	{ from	fif'teen, fif'teenth

Write sentences about.—(1) The jackal's way to get rid of fleas; (2) the dry stick; (3) the jackal going into the water; (4) the fleas hopping

SIXTEENTH LESSON.

Introductory sentences.—The little girl *has been* playing with her doll; she is not playing with it now. *You have been writing*; now you are reading.

The father looks at *his* child. Lionesses are kind to *their* cubs. Boys read *their* books, and *also* write on *their* slates. The mouse ran up the clock, and *also* ran down.

The dog sees *his* reflection; I see *my* reflection. I am kind to *my* brother because *my* brother is kind to *me*. If fleas bite *me*, I will get rid of them. If a lamb follows *me* to school, I will turn it out.



Lions are large, but elephants are *still* larger. Houses are high, but temples are *still* higher. Butterflies fly high but birds fly *still* higher.

THE BRAVE BOY.

IN the first picture we see a boy and a girl. They have been taking a walk.

Far off we can see their father's house. We can also see a dog running away from a crowd of men. The girl has put her hand on the boy's arm, and is saying, "Look! there is a mad dog!"

In the second picture the dog has come much nearer, and the boy is taking off his coat. His sister is very much afraid, but he is determined to protect her.

Now the boy has rolled his coat round his arm. His sister is still more afraid. She kneels on the ground, and hides her face with her hands. The dog is leaping upon the boy, and the men, with sticks in their hands, are nearer.

In this picture the dog has tried to bite the boy, but has bitten only the coat. While his teeth are fixed in it, the men have come up, and one of them is just raising his stick to kill the dog.

In the last picture the dog has been killed, and the girl has said to her

mother, "I was very much afraid, but my brother was not afraid; he protected me from the mad dog." And their mother is saying, "My brave boy!"

Conversation: —What *have* the children *been doing*? What *have* the men *been doing*? What *has* the girl *been doing*? Etc.

Who *has been taking a walk*? Who *has been saying*, "My brave boy"? Who *has been running away*? Etc. What *has been eating grass*? What *has been standing on the bridge*? What *has the boy been taking off*? Etc.

Word-study:—

mad	me, my	pro- <i>tect'</i>
arm	their	roll, rolled
face	fix, fixed	crowd
say, say'-ing, said	sis'-ter	more
a-fraid'	kill, killed	walk
raise, rais'-ing	hide, hides	six'-teen, six'-teenth

Copy, and fill in the blanks: —The --- dog runs — — the children. The girl is — much —, but the boy — — — round his —. He has — — — way to — his —. At — — the men — the dog. The boy's — — says — — —.

Notice:—

White, whi'-er; easy, easi'-er.	Idle, more idle.
Near, near'-er; dry, dri'-er.	Industrious, more industri-
Neat, neat'-er; thirsty, thirsti'-er.	ous.
	Difficult, more difficult.

Many, much—more.

Clear, clear-ly. Neat, neat-ly. Quick, quick-ly.

Slow, slow-ly. Patient, patient-ly.

SEVENTEENTH LESSON.

*Introductory sentences:—*Schools are *for* boys to *read in*.
Dolls are *for* girls to *play with*. Grass is *for* sheep to *eat*.
Chalk is *for* schoolmasters to *write with*.

The fleas hopped on the stick *held by* the jackal. The dog *killed by* the men lay on the ground. The bridge *made of* the trunk of a tree is in the eighth Lesson.



The gentlemen will *get into* the train. The little boy and girl will *get out of* the carriage. People *get into* and *get out of* trains and carriages.

A TOWN AND A VILLAGE.

HERE is a picture of a street in an Indian town. On both sides of it are many beautiful houses for people to live in, built of stone and brick. On the left-hand side is a small temple,

and trees are growing near it. Out in the street the sun shines brightly, and it is very hot. Under the trees there is shade, and it is cooler.

A juggler has sat down in the shade of the trees. He is playing on a pipe, and making a cobra dance. A woman holding a water-pot on her head is standing behind the juggler.

Another woman with a basket on her head has stopped to look at the cobra. She has a little girl with her. Three men have sat down to look on.

Farther away is a man carrying a bamboo with baskets hanging from it. Perhaps he is saying to himself, "What are all those people looking at?"

Farther off still we can see a water-cart drawn by bullocks, and far in the distance an élphant appears above the crowd.

In the next picture there is also a street. The houses in it are not built of stone or brick, and they are smaller than those in the first picture. They have roofs of straw.

This street is in a village in the Madras Presidency.

In the street is a bullock-cart and several people. One is an Englishman. Perhaps he has just got out of the



bullock-cart. He wears a coat and trousers and a white hat.

A large banian tree grows behind the houses, and in the distance we can see cocoanut trees.

*Conversation:—*What is this? It is the blackboard. What are these? They are books. What is that? It is a door. What is that? It is a window. Etc.

What are these boys doing? They are standing up, writing, reading. What are those boys doing? They are sitting down, playing, walking. Etc.

Word-study : —

sit, sat	{ shine	beau'ti-ful
{ ban'ian	{ bright'ly	{ build, built
{ hang, hang'ing	{ stop, stopped	{ brick
{ car'ry, car'ry-ing	{ hot	{ vil'lage
shade	{ pot	pipe
{ bas'ket, cart	{ cob'ra	{ sun
{ Ma-dras' Pres'i-den-cy	{ grow, grow'ing	{ jug'gler
draw, drawn	{ those	{ roof
sev'er-al	dis'tance	{ cool, cool'er

Write sentences about :— (1) A street in a town ; (2) a street in a village . (3) the juggler and the people looking at him

EIGHTEENTH LESSON.

Introductory sentences :—

Monkeys climb trees.	The monkey <i>climbed</i> the tree.	The monkey <i>will climb</i> the tree.
The lamb follows Mary.	One day the lamb <i>followed</i> Mary to school.	The lamb <i>will not follow</i> Mary to school again.
Fleas bite jackals.	The fleas <i>bit</i> the jackal very much.	The fleas <i>will no longer bite</i> the jackal.
The dog is mad.	The men <i>ran</i> after the dog	The men <i>will kill</i> the dog.
The explorer is thirsty.	He <i>put</i> water in his bottle	He <i>will drink</i> his water. His bottle <i>will be</i> empty.

Being troubled by fleas, the jackal went into the water. The dog *being killed*, lay on the ground. *Seeing* the crowd of men, the dog ran away. *Carrying* the monkey on his shoulder, the explorer went on. The boy *standing* up answered the question.

Why is the gentleman running down the steps? *Because*

he is late. *Why have the people stopped to look? Because they saw a crowd. Why is the bottle empty? Because the explorer has drunk all the water. Why has the explorer drunk his water? Because he was thirsty.*

Our mothers say to us, "Eat your supper," "Play with your dolls." Schoolmasters say to us "Sit down," "Stand up," "Write a copy," "Read your books." We say to dogs: "Come here and lie down." We can say to Tommy Tucker, "Cut your bread and eat your supper."

THE JACKAL AND THE CRABS.

A JACKAL was sitting on a tank bund weeping. Many crabs lived in holes in the bund; and hearing him weeping, they came out and asked, "Why are you weeping?"

The jackal answered, "Because my relations have turned me out of the jungle." The crabs asked, "Why have they turned you out of the jungle?" The jackal answered, "They turned me out because I refused to go with them to catch crabs."

"O kind jackal!" said the crabs, "come and live with us and protect us!" The jackal consented.

Next night the moon shone brightly. The jackal asked the crabs to take a walk with him in the moonlight. But

they said, "No; we are afraid to



go far from our holes.' —

"Fear not," said the jackal; "I will protect you."

Then they all went with him to the jungle. When

they came under the shade of the trees the jackal howled, and at once all his relations came out of the jungle.

They ran to him, and all the jackals began at once to catch the crabs. At last the poor crabs were



all caught and eaten by the jackals.

Conversation :— Why *do* people *drink* water? Because they are thirsty. Why *did* the monkey *climb* the tree? To get cocoanuts. *Do* kittens *eat* grass? No, they *do* not. *Do* mad dogs *bite*? Yes, they *do*. *Did* the moon shine? Yes, it *did*. Why did the crabs go with the jackal? Because he said, "I will protect you." Did he protect them? He *did* not *protect* them. Did the gentleman *catch* the train? Yes, he caught the train. Did the little girl weep? Yes, she wept. Did the boy kill the mad dog? No, he *did* not *kill* it. Etc.

Word study :—

tank; bund	weep, weep'ing	why
crab	eat, eat'en	night
re-la'tion	hear, hear'ing	bright'ly
re-fuse', re-fused'	we, us }	shine, shone
con-sent'	once }	light, moon'
catch, caught	howl	light
eight'een, eight-eenth	your	hole

Write answers to these questions :—Why was the jackal weeping? Why did the jackal's relations turn him out of the jungle? Why were the crabs afraid to take a walk? Why did the jackal's relations come out of the jungle? Was the jackal really kind?

. NINETEENTH LESSON.

THE NAUGHTY BOY.

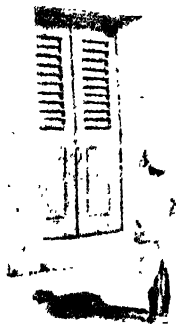
THERE was a naughty boy,
 And a naughty boy was he;
 He ran away to Scotland
 The people for * to see.

Nineteenth Lesson.



Then he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,

That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England.



So he stood
in his shoes
And he won-
dered,
He won-
dered;
He stood in his
shoes
And he won-
dered.

Word-study :—

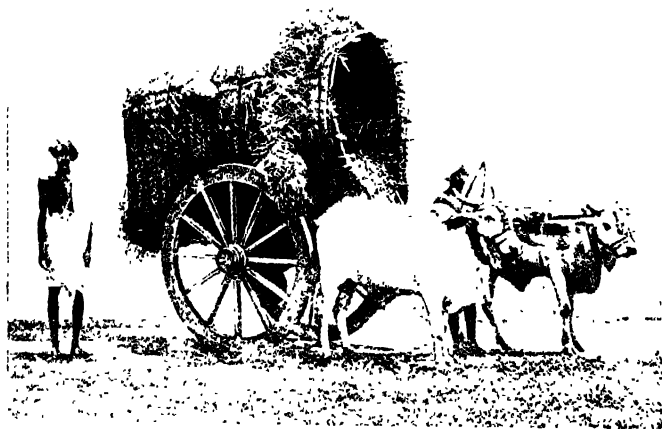
yard
mer'ry
cher'ry
lead

naught'y
weight'y
eight'y
Eng-land
nine'teen, nine'teenth

{ shoe, shoes
wood'en
won'der
four'score
song

Copy, filling in the blanks. The ground is — — in —
as in —. A cherry is — — red as the girl's —. The door
of the booking — is —. Lead is as — in India as in —.

Write the first four lines in prose order.



TWENTIETH LESSON.

TRAVELLING BY ROAD.

MANY places are not on a railway, and people must travel to them by road. They often use a bullock-cart. Here is a picture of one. It has two wheels, and

is drawn by two bullocks. They are beautiful animals, with good humps and strong legs.

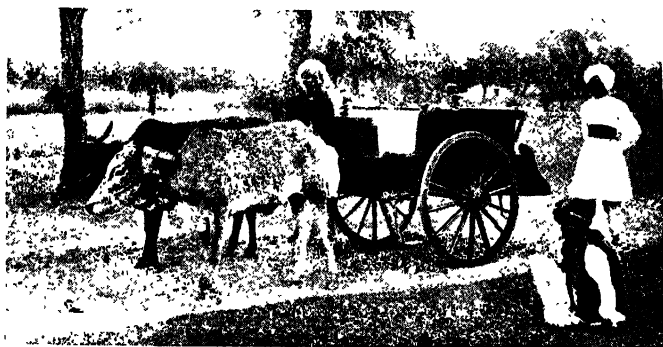
The driver stands between them with a whip in his hand. The cart has a cover of mats, to protect the travellers from the sun and rain. Straw for the bullocks to eat is tied on the cover, and there is straw inside to sit on.

A pot hangs from the top of the cart ; perhaps it is the driver's cooking-pot. Behind the cart stands an old man ; perhaps he will travel in the cart.

Travelling in bullock-carts is slow. The bullocks will not go faster than two or three miles an hour. People often travel in bullock-carts by night, because it is cooler, and they can sleep well.

The other picture shows a very beautiful little carriage called a tonga. It is also drawn by two bullocks, but they are smaller than those in the first picture. They can trot perhaps six or seven miles an hour.

Tongas like this are used in the Central Provinces. The driver sits out-



side, and four travellers can sit inside, but they cannot take much luggage.

Word-study: -

mat	sleep	cov'er
trav'el,	be-tween'	ton'ga
trav'el-ler	wheel	top
rain	whip	trot, trot'ting
mile	slow	hour
tie, tied	road	cook, cook'ing
in'side	twen'ty, twen'ti-eth	hump
out'side	well	use, used

Write six sentences about travelling

TWENTY-FIRST LESSON.

*Introductory sentences:—*When you travel by night you sleep well. When people use tongas, they cannot take much luggage. When the naughty boy went to Scotland, he wondered. Cocoanuts are full of milk. The explorer's bottle was full of water. The holes in the tank bund were full of crabs. The train was full of travellers.

The master asks *each* boy a question. *Each* jackal eats one crab. *Each* traveller buys one ticket. Boys go to school *every* day. They have a lesson *every* hour.

THE PATIENT LITTLE GIRL.

ONCE when there was a famine in India, the children of a certain village went to a rich man's house, and asked for bread. When he saw them he said, "I will give every day a loaf of bread to each child."

So his servants brought out a large basket full of loaves, and the children went to take their loaves. Each child wished to have the largest loaf, and they all struggled and fought to get it.

One little girl did not fight, but waited quietly. When all the other children had taken their loaves, she went to the basket. Only one loaf was left; it was the smallest of all.

Next day when the children came for their loaves they again struggled and fought. The little girl again waited quietly, and took the last loaf, again it was the smallest of all.

She took it to her mother, and when

she cut it two rupees fell out. Then her mother said, "This is a mistake; take the rupees back to the rich man."

But the rich man refused to take the rupees, saying: "It is no mistake. When my servants baked the bread, they put these two rupees into the smallest loaf. They are your reward for waiting patiently."

Word-study:--

fam'ine	{ ev'er-y	{ rich	last
re-ward'	{ when	{ give	full
{ mis-take'	each	{ bring, brought	ru-pee'
{ bake	fight, fought	{ wish	strug'gle

Copy, filling in the blanks:—The -- man refused — take the -- — the little — them. He said — — — — My servants — them . . the -- when they -- the —. He gave a — to — child — day. The loaf was the -- of —. The rupees were her — for waiting —.

Notice:—

Small, smaller, smallest.	{ Idle, more idle, <i>most</i> idle.
Large, larger, largest.	{ Beautiful, more beautiful,
Cool, cooler, coolest.	{ <i>most</i> beautiful.

TWENTY-SECOND LESSON.

Introductory sentences:—

The girl took the last loaf, { and it } was the smallest
 { which }

A tonga is a carriage *which* is used in the Central Provinces. In the loaf there were two rupees, *which* fell out.

The man is the driver, { and he } stands between the bullocks, { who }

The man *who* has just got out of the cart is an Englishman. People use tongas *for travelling*, and bricks *for building*.

FIRE.

FIRE is used in many ways. In all countries it is used for cooking. Without it rice and curry cannot be cooked, ghee cannot be made, and bread cannot be baked. It is also used to heat water for bathing, and for washing clothes.

In cold countries it is used to make people warm in winter. Many useful things are made of iron and copper, and beautiful ornaments are made of gold and silver. These things are made by blacksmiths, coppersmiths, goldsmiths, and silversmiths, who all use fire.

Blacksmiths use it to make iron red-hot. It is then soft, and by hammering it they can make many useful things of it. Fire is also used by coppersmiths, who make copper pots,

and by goldsmiths and silversmiths, who make gold and silver ornaments.

Railway trains are drawn by engines which are driven by steam. To make steam, water must be heated.

We get fire by burning wood or charcoal. To make these burn we use matches. A match is a small piece of wood with a brown or red head, which burns when it is rubbed.

Matches are not made in India. They come from other countries, the names of which you can read on the match-boxes. Some of these are England, Sweden, and Japan. In each box are many matches.

Word-study :—

{ bathe, bath'ing	{ win'ter	{ burn	{ soft
{ name	{ thing	{ cur'ry	{ cop'per
{ wash	{ sil-ver	{ rub	{ box
{ warm	{ smith	{ coun'try,	{ black'smith
{ match, match'es	{ which	{ coun'tries	{ sil-ver-smith
{ ham'mer	{ drive,	{ use'ful	{ cop'per-smith
{ Ja-pan'	{ driv'en	{ clothes	{ gold'smith
{ char-coal	{ i'-ron	{ cold	{ twen'ty-two
{ heat	{ fire	{ gold	{ twen'ty-
{ ghce	{ rice	{ or'na-ment	{ sec'ond
{ Swe'den	{ who		

Write six sentences using *which*, and six using *who*.

TWENTY-THIRD LESSON.

Introductory sentences.:—The father, mother, and two children *were* sitting *together* in the carriage. The brother and sister *were* taking a walk *together*. Rice and curry are eaten *together*. Four travellers can sit *together* inside a tonga; the driver sits *alone* outside.

We know one jackal's *way of getting rid* of his fleas, and another jackal's *way of catching* crabs. Playing on a pipe is the juggler's *way of making* a cobra dance. We see in the picture the man's *way of carrying* his baskets.

Blacksmiths heat iron *before* hammering it. We cook rice *before* eating it. *Before* they killed the dog the girl was afraid. The servants put two rupees in the loaf *before* baking it. The boy stands up *before* answering the question.

THE TWO MISERS.

ONE day two misers who were travelling together sat down to eat. One had a very small pot of ghee, into which he dipped his bread before putting it into his mouth.

The other miser said, "Why do you waste your ghee in that way? Look at my way of eating."

He then took out a small pot with a very little ghee at the bottom of it, and a loaf of bread. He hung the pot on a nail in the wall and began to eat his bread. Before putting each

piece of bread into his mouth he pointed with it at the pot of ghee.

The other miser very much admired his careful way of eating, which he called "bread and point."

*From "Indian Nights' Entertainment," by the
REV. C. SWYNNERTON, F.S.A.*



Word-study

{ waste	{ wall	{ mi'-ser	point
{ nail	{ call	{ ad-mire'	twen'-ty-three
{ that	be-fore'	to-geth'-er	twen'-ty-third
{ hang, hung	dip, dipped	bot-tom	put, put'ting

Try to write out this story.

TWENTY-FOURTH LESSON.

Introductory sentences — *Even* industrious boys are *some times* idle. *Even* matches *sometimes* do not burn. Idle boys cannot read *even* easy books. *Even* misers eat a little ghee.

Ornaments are made of gold and silver, and *sometimes even* of copper. *Even* jugglers are *sometimes* bitten by cobras. In India it is hot *even* in the shade. *Even* crabs can be brave *sometimes*.

More matches come from Sweden than from Japan. People wear *more* silver ornaments than gold ornaments. *More* things are made of iron than of copper. Many people use silver things, *more* use copper things, but *most* use iron things. *Most* boys are idle *sometimes*. *Most* jackals have fleas, but a certain jackal had *more* than other jackals.

Madras is *part* of India; other *parts* are Bengal, the Punjab, and the Central Provinces. Madras is in the *south-east* of India, the Punjab is in the *north-west*. Japan is *north east* of India. Sweden is a long distance *north west* of India. It is *north-east* of England. The Central Provinces are *north* of Madras and *south* of Bengal. Bengal is *east* of the Punjab. The Punjab is *west* of Bengal.

We use fire to warm *ourselves*, and water to wash *ourselves*. We live in houses to protect *ourselves* from rain and sun. The miser cut his bread and put *some of it* in his mouth. We burn every day *some of* the matches in a box. Rich men buy ornaments with *some of* their rupees. *Some of* the bullocks which draw carts are white.

WATER.

WE need water even more than fire. We need it for drinking, for cooking, for bathing, and for washing our clothes. Without it rice cannot be boiled, bread cannot be made, nor can we keep ourselves clean. The farmers also need it for making their crops grow.

Water falls on the earth as rain. In

Twenty-fourth Lesson.

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most parts of India most rain falls in the months from June to September. In the south-east of India most rain falls from October to January.

Much of the water which falls as rain runs into streams and rivers. Some of it is collected in tanks. Some of it runs through the ground into wells.

People bathe and wash their clothes in rivers, streams, and tanks, and use water from them and from wells for all these purposes. Farmers also take water from rivers, streams, and tanks to make their crops grow. They often also draw it from wells for this purpose.

Sometimes in India the rains fail; rivers, tanks, and wells dry up; the farmers cannot get water, their crops do not grow, and there is famine.

Word-study :-

farm'er	Sep-tem'ber	stream	crop
Jan'u-a-ry	west	east	Oc-to'ber
fail	col-lect'	need	more
pur'pose	well	clean	most
some'times	Ben-gal'	dew	riv'er
Pun'jab	south	e'ven	north
month	our-selves'	June	four, fourth

Write ten sentences using north, south, east, and west, more, most, sometimes, ourselves, even, and some of.



TWENTY-FIFTH LESSON.

Introductory sentences -- The bullocks trotted *very well*, they went seven miles an hour. The cobra dances *well*. Industrious boys read *well*. *To* a schoolmaster the school is home. *To* industrious boys sums are easy. *To* a cooly a bullock cart is a carriage.

How are trains made? You cannot say *how* trains are made. *How* can men live without eating? You cannot tell *how* men can live without eating. How do jackals and crabs talk? You cannot tell *how* jackals and crabs talk.

WHAT A BIRD THOUGHT.

I LIVED first in a little house,
And lived there very well;
The world to me was small and round,
And made of pale blue shell.



I lived next in a little nest,
 Nor needed any other ;
 I thought the world was made of straw,
 And covered by my mother.

One day I fluttered from the nest,
 To see what I could find.
 I said, "The world is made of leaves ;
 I have been very blind."

At last I flew beyond the trees,
 And saw the sky so blue ;
 Now, how the world is really made
 I cannot tell---can you ?

Word-study :—

small	{	an'y	blind
pale-blue		nest	flut'ter
say, said		shell	round
leaf, leaves		tell	be-yond'
can, could		well	world

Write answers to the following questions :— What was the bird's first house? Where did it live next? Why did it flutter from the nest? What did it then think the world was made of? Why did it think so? What is the world really made of?

Notice :—

I	We	Thou	You	He, she, it	They
My	Our	Thy	Yours	His, hers, its	Their
Me	Us	Thee	You	Him, her, it	Them

TWENTY-SIXTH LESSON.

Introductory sentences:- Pots are *often* made of copper. Rain *often* falls in June. Boys *often* look at maps. Birds *often* fly beyond the trees.

The bird was inside the egg, *therefore* it thought the world was made of pale blue shell. The little girl waited, *therefore* she got the last loaf. Matches are needed in India, *therefore* they are brought from other countries.

The dog lay down, and then *got up* again. We lie down *at* night, and *get up* when the sun rises.

THE SILVERSMITH AND THE BANGLE.

SILVERSMITHS often dishonestly mix much copper with the silver which is given to them for making into ornaments.

The mother of a silversmith once asked him to make for her a bangle of pure silver. "You are my mother," he answered, "who loves me, therefore I will behave honestly towards you."

So he lit his fire, and made a heavy bangle, which he gave to his mother. But he did not make it of pure silver: he put in some copper, and kept some of the silver for himself.

Then he lay down, but he could not sleep. He could only think, "I have done wrong. I have not made a silver bangle without any copper."

At last he got up and took off the bangle from the arm of his mother, who was sleeping. Then he lit his fire and melted some more silver.

This time he mixed no copper with it, and made another bangle, which he put on his mother's arm. After this he could sleep.

REV. C. SWYNNERTON, F.S.A.

Word-study:—

be-have'	light, lit }	pure
heav'y	mix }	fool
melt	dis-hon'est-ly	of-ten
there'fore	hon'est-ly	ban'gle

Try to write out this story.

TWENTY-SEVENTH LESSON.

Introductory sentences:— Cubs are not like lambs; they *differ from* lambs. Butterflies *differ from* fleas. Cubs and lambs *differ from one another*. Butterflies *differ from one another* in colour.

The blacksmith *has made* the iron red hot, *or*, the iron *has been made* red hot *by* the blacksmith. The farmers *have taken* water to make their crops grow. Water *has been taken by* the farmers. The farmer's wife *has boiled* the rice. The rice *has been boiled by* the farmer's wife.

We need water even more than fire, but we need fire *almost* as much as we need water. The explorer's bottle was empty; the miser's pot was *almost* empty.

Without matches we *could* not have fire. Without gold the most beautiful ornaments *could* not be made. In cold

countries people *could* not warm themselves without fire. Without rain the tanks *could* not be full.

There are many metals: some *of these* are gold, silver, and copper. A silversmith had some silver, *of which* he made a bangle. The silver *of which* the bangle was made was mixed with copper.

METALS – IRON.

IRON, copper, gold, and silver are all metals, and there are many others. Some of these are lead and zinc.

Metals differ much from one another. Some metals are harder than others, some are softer, some shine more brightly, some are heavier.

Iron is the hardest of the metals which have been mentioned, lead is the softest, and gold is the heaviest. Silver, copper, and gold shine more brightly than lead and zinc.

Metals also differ from one another in colour. Copper is red, gold is yellow, the other metals are white; but iron and lead often appear almost black when they are not rubbed bright.

Iron is the most useful to us of all the metals, because it is the hardest. Tools are made of iron or steel, which

is very hard iron. Axes, saws, and chisels are all tools. Without them houses could not be built, and chairs, tables, and beds could not be made.

Without steel we could have no trains. The engines are made of it, and the rails, and even the wheels of the carriages. Iron and steel are also used in making carts and carriages.

• Swords and guns, with which soldiers fight, are also made of steel and iron.

Word-study:—

{ al-most	{ met'al	soft
{ saw	{ men'tion	{ swords
axe, ax'es	{ dif-fer	{ sol'dier
rail	{ zinc	{ gun
steel	{ chis-el	{ rub, rubbed

Answer the following questions in complete sentences:—
Which is the heaviest metal? Which is the softest? Why is iron the most useful? What colour are lead and iron? What colour do they appear to be? In what ways do metals differ from one another? How is steel used in railways?

Notice:—

I am.	We are.	I have.	We have.
Thou art.	You are.	Thou hast.	You have.
He, she, or it is.	They are.	He, she, or it has.	They have
I was.	We were.	I had.	We had
Thou wast.	You were.	Thou hadst.	You had.
He was.	They were.	He had.	They had.

TWENTY-EIGHTH LESSON.

Introductory sentences.:- Girls are *said* to be more patient than boys. The man *was said* to be very rich because he lived in a large house. Butterflies *are said* to live for only one day.

“ I’ll tell you a story

About Jack a-Nory .

And now my story’s begun.

I’ll tell you another

About Jack his brother --

And now my story’s done.”

In school, boys use their *own* books : they do not use *one another’s* books. Children do not wear *one another’s* clothes : they wear their *own*. Each miser eats from his *own* pot of ghee. There is an English bird which does not build its *own* nest, *but* puts its eggs in other birds’ nests.

The dog on the bridge thinks, “ What *can be* in the water ? ” When she was cutting the loaf, the mother said, “ What *can* these hard things in the loaf *be* ? ” They were two rupees. When a boy cannot find his books, he says, “ Where *can* my books *be* ? ” What *can* that map *be* ? Is it Scotland or India ?

Where is Scotland ? I do not know *where Scotland is*. Where is the tonga going ? I cannot tell *where it is going*. Where does the old woman live now ? I cannot tell *where she lives* now, because perhaps she has gone away from her hill. Where did the explorer live ? I cannot tell *where he lived*, but he did not live in the country *where he found* the monkey. The naughty boy did not live in the country *where the ground is as hard* as in England.

The jackal was troubled by fleas, but he got rid of *them all*. Even if a mother has many children, she loves *them all*. Books are useful to *us all*.

REFLECTIONS.

THE people of each country are said to have their own character. The Pathans are said to be very proud, the Afghans very stubborn, and the people of Baner, or the Banerwals, very foolish. Many tales are told about these last, of which this is one.



Once a little Banerwal, holding his two fingers in his mouth, looked into a vessel full of water and saw his reflection in it. "Mother, mother!" said he, "there is a child in this vessel asking for bread."

The mother called to her husband, who was lying near, "What can be in the vessel? Look and see."

The man looked in, and seeing his own reflection, said, "Wife! wife! there is no child, but an ugly thief, who will leap out and kill us all."

So saying, he took up a heavy stone and threw it into the water, wishing to kill the thief.

Then he looked again, and seeing only the water disturbed by the stone, he said to his wife, "This thief was very clever; he has gone away."—"Where has he gone?" said the wife.—"I cannot tell where he has gone," said the husband, "but he will not trouble this house again."

*From "Indian Nights' Entertainment," by the
REV. C. SWYNNERTON, F.S.A.*

Word-study:—

{ Af'ghan char'-ac-ter Pa-than' call throw, threw } thief }	{ tell, told clever ves-sel fin-ger wish be-gin', be-gan', be-gun' }	{ sto'-ry fool-ish hus-band ug-ly stub'-born a-bout' }

Write answers to the following questions:— What are Afghans, Pathans, and Banerwals said to be? What did the Banerwal child do? What did he say? What did the Banerwal's wife say? What did the Banerwal say? What did he do? What was the child's mistake? What was the Banerwal's mistake?

TWENTY-NINTH LESSON.

Introductory sentences : One boy said to another, "Where are you *going to*?" The other answered, "I am going to school." The naughty boy went *exploring* to Scotland. The jackals went *catching* crabs.

"*May* I take my books with me, sir?" one boy asked. "Yes, you *may* take them," said the master. The rich man said to the little girl, "You *may* have the rupees."



WHERE ARE YOU GOING TO, MY PRETTY MAID?

"WHERE are you going to, my pretty maid?"

"I'm going a-milking,* sir," she said,

"Sir," she said, "sir," she said.

"I'm going a-milking, sir," she said.

* *In poetry* A milking. *In prose* Milking.

"May I go with you, my pretty maid?"

"Yes, if you please, kind sir," she said,

"Sir," she said, "sir," she said;

"Yes, if you please, kind sir," she said.

"What is your father, my pretty maid?"

"My father's a farmer, sir," she said,

"Sir," she said, "sir," she said;

"My father's a farmer, sir," she said.

"But what is your fortune, my pretty maid?"

"My face is my fortune, sir," she said,

"Sir," she said, "sir," she said;

"My face is my fortune, sir," she said.

"Then I can't marry you, my pretty maid,

My pretty maid, my pretty maid;

Then I can't marry you, my pretty maid."

"Nobody asked you, kind sir," she said.

Old Song.

Word study:—

{ maid
may
face

{ pret'ty
milk, milk'ing
please; said

no'bod-y
for'tune
sir

THIRTIETH LESSON.

*Introductory sentences:—*Neither elephants nor sheep eat meat. Neither the Banerwal nor his wife really saw a thief. Poor men have neither gold nor silver. Tommy Tucker had neither bread nor butter.

Iron is not *so* heavy *as* lead. Sheep are not *so* clever *as* jackals. Crabs are *neither so* clever *as* jackals *nor so* useful *as* sheep. Afghans are *neither so* proud *as* Pathans, *nor so* foolish *as* Banerwals.

COPPER, ZINC, BRASS, AND BRONZE.

COPPER has a beautiful red colour; it can be polished or rubbed very bright. It is neither so hard as iron nor so heavy as lead. Coppersmiths can beat it, with hammers into any shape. Water-pots and cooking-pots are often made of copper.

Zinc is a metal which we have not mentioned before. It is almost white in colour. Brass is a mixture of copper and zinc. These metals are melted together, and in this way a new metal is made, which is neither red like copper nor white like zinc, but of a beautiful yellow colour, almost like gold. Vessels of all kinds and shapes are made of brass, and also lamps, and many other useful things.

Bronze is a mixture of copper with another white metal called tin. Its colour is brown, and it cannot be polished so

brightly as brass. Quarter-anna and half-anna pieces and pies are made of it. It is also useful for making bells. Once it was used for making large guns or cannon, but these are now made of iron or steel.

Word-study:—

shape	quar'ter	{ nei'ther
{ brass	{ bell	{ kind
{ half	{ melt	{ pie
{ lamp	heat	{ tin
{ an'-na	new	{ zinc
{ can'-non	pol'ish	{ mix'ture
ves'sel	bronze	thir'ty, thir'ti-eth

What do you know about brass and bronze?

THIRTY-FIRST LESSON.

*Introductory sentences:—*Misers are *generally* very rich. Rain *generally* falls in June. There is *generally* famine when the rains fail. People *generally* cook with fires of charcoal. Rupees are not *generally* found in loaves. Idle children play *all day*. Sheep eat grass *all day*. In July rain often falls *all day* and *all night*. *One day* an idle boy tried to make a butterfly walk on his slate. *One day* the bird fluttered from the nest; *next day* it flew beyond the trees. *One night* the crabs walked with the jackal; *next night* there were no crabs. *One day* the Banerwal saw an ugly thief; *next day* the thief did not trouble the house again.

Poor men have *few* rupees, rich men have *many*. There are *few* cocoanuts on some trees, *many* on others. In a school, if *many* boys are idle, *few* are industrious; if *many*

are industrious, *few* are idle. We can go from Calcutta to Bombay and from Bombay to Madras in a *few* days.

Rich men have large *fortunes*. It was *great good fortune* for the Banerwal to find only his own reflection and not a thief; and it was *great good fortune* for the little girl to find two rupees in the loaf.

Have you seen horses? Have you *ever* seen a horse with a trunk? You have *never* [not ever] seen a horse with a trunk. Have you *ever* seen a miser without rupees? What is the brightest metal *that* you have *ever* seen? What is the most beautiful bird that you have *ever* seen?

The explorer went *on and on* for many days. If you walk *on and on* for many days, you can go from Benares to Rameswaram.

"Give *me* your book," said the master. "Please, sir, give *me* an anna," said the poor man, and the rich man gave *him* a rupee. Our mothers give *us* our supper every night.

THE STORY OF ALADDIN.—I.

ALADDIN was the son of a tailor who lived at Peking, in China. When Aladdin was twelve years old his father died. His mother loved him much, and worked industriously to get bread for him and for herself. Aladdin did not behave well; he was not an industrious boy, so he did not help her, but generally played all day in the streets.

One day when he was playing in the street a man stopped and looked at him. This man was an Indian magician. He

wished to use Aladdin to help him to work magic. He therefore said to Aladdin, "I am your uncle; your father is my brother." Aladdin said to the magician, "My father is dead, and I live in his house with my mother."

The magician then asked Aladdin to take him to her. The magician talked



much with Aladdin's mother, and at last promised to make him a merchant. This seemed great good fortune for him.

Next day he went to live with the magician, who gave him some beautiful new clothes. In a few days he and the magician became great friends.

One morning they set out together for a long walk. They walked far from the town, and at last Aladdin asked, "Where are we going, uncle? I will not

walk farther." The magician did not stop, but said, "Be patient, and you shall have your reward. We shall soon come to the most beautiful garden that you have ever seen." So they went on and on, but Aladdin did not see any garden.

Word-study:—

gar'den	dead	mā'gic
day	ev'er	ma-gi'cian
tai'lor	set	mer'chant
be-have'	help	year
great	friend	son
Chi'na	prom'ise	un'cle
die	morn'ing	old
Pe-kin'	soon	work

Write what you know about Aladdin's father, his mother, the magician.

Write answers to the following questions: Where were the magician and Aladdin walking to? What did the magician give to Aladdin? What did Aladdin and the magician become?

THIRTY-SECOND LESSON.

THE SUN IS GONE DOWN.

The sun is gone down, and the moon's in the sky;

But the sun will come up, and the moon be laid by.

The flower is asleep, but it is not dead ;
 When the morning shines, it will lift its head
 When the winter comes, it will die—no, no ;
 It will only hide from the frost and snow.

Sure is the summer, sure is the sun ;
 The night and the winter—away they run.

GEORGE MACDONALD.

Word-study.—

a-sleep'
 hide

{ lift
 { win'ter

frost
 snow

THIRTY-THIRD LESSON.

Introductory sentences.—Idle boys, *such as* Aladdin, do not work. Naughty boys, *such as* the boy who went to Scotland, are not loved. Red sarrees, *such as* the Indian girl wears, are very pretty. People use tools, *such as* axes and saws, to make chairs and tables.

Indian people *sometimes* use chairs. English people *always* use them. Elephants *always* have trunks ; *sometimes* they have tusks. If you look into water you will *always* see your reflection. There is almost *always* rain in August.

THE PRECIOUS METALS.

SILVER is the whitest of the metals. Metals generally rust in the air. Iron becomes red from rust, copper becomes green, lead becomes gray. Silver does not rust, but is always white. Gold also is a metal which does not rust.

Silver and gold are called the precious metals.

Silver and gold are used for making ornaments, such as bangles, rings, and earrings, which are often ornamented with precious stones, such as rubies, diamonds, and emeralds. Rubies are red, diamonds white, and emeralds green.

The precious metals are also used for making money. In India the silver coins are rupees, half-rupees, quarter-rupees, and two-anna pieces. In most countries in Europe gold coins are also used. In England the gold coins are the sovereign and the half-sovereign.

The value of the sovereign is fifteen rupees, and of the half-sovereign seven and a half rupees. Sovereigns are also sometimes used in India as money. Sovereigns and half-sovereigns are also very often made into ornaments which ladies wear.

Gold and silver are soft metals. They are therefore mixed with a little copper when they are made into coins. This makes them harder.

Coins are always made by Government. The office which makes them is called the Mint. All coins are round, and those of the same value are of the same size and weight. The King's head is seen on one side of all English and Indian coins. The other sides of the coins differ from one another, but on all the value of the coin appears.

Formerly iron and even leather were used for making coins. Cowries are used for coins in many countries, sometimes even in India.

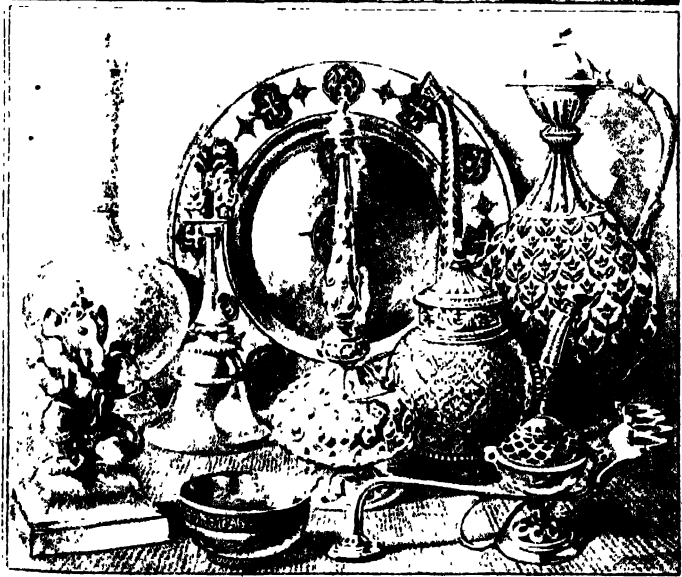
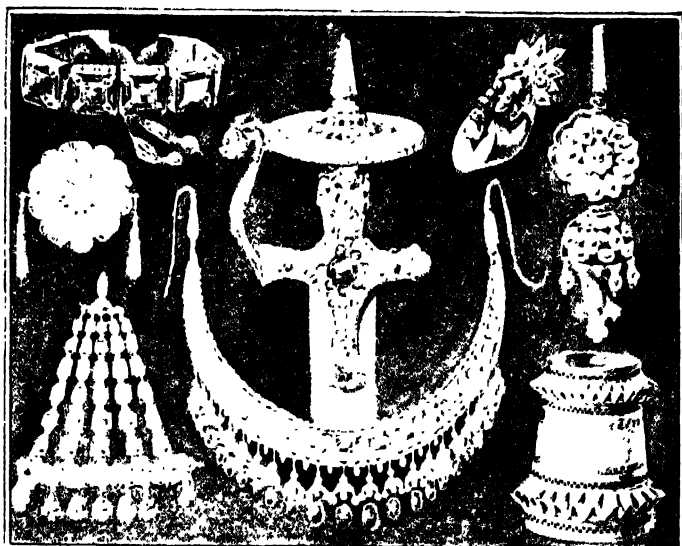
Word-study :—

{ air	{ prĕ'cious	{ or'na-ment
{ gray	{ em'er-ald	{ sov'er-eign
{ same	{ leath'er	{ gov'ern-ment
val'ue	{ size	{ mon'ey
al'so	{ di'a-mond	coin
weight	cow'ry, cow'ries	rust
round	mint	ru'by

Write what you know about Indian coins, English coins, and ornaments.

THIRTY-FOURTH LESSON.

Introductory sentences: The *richest* man in a town does not always live in the largest house. The *illest* boy in a school is not always the *most naughty*. The Taj Mahal at



THINGS MADE OF GOLD AND SILVER

Agra is the *most beautiful* building in India; perhaps it is the *most beautiful* building in the world.

The jackal *took hold of* a dry stick. The Banerwal *took up* a heavy stone and threw it into the water. The boy *took out* his books. The elephant *took hold of* a small tree with his trunk and tried to *pull it up*.

The jackals came out of the jungle *one after another*. *One after another* the boys failed to answer the master's question.

You can walk *through* the streets of a town, or *through* a jungle. You can live *through* many days and nights.

We *put on* our clothes. We can *put out* a fire.

The jackal howled, and *at once* his relations came out of the wood. Aladdin *at once* took the magician to his mother.

THE STORY OF ALADDIN. --II.

At last the magician stopped and said, "This is the end of our walk." He then gathered some dry sticks and lit a fire. When the fire had burnt up well, he threw a powder into it, and said certain magic words.

Immediately the ground opened, and there appeared a large stone with a brass ring fixed in it.

Aladdin was very much afraid, and wished to run away, but the magician said, "Obey me, and we shall be the richest men in the world. Under this stone are great riches, which you only



ALADDIN AND THE WONDERFUL LAMP

can carry away. Take hold of this ring and lift up the stone."

Aladdin obeyed; and when he had lifted the stone, a hole in the ground appeared. At the bottom of the hole were steps going down still farther.

"Go down the steps," said the magician, "and you will see a rusty iron door. Go through this door, and you will find three halls, such as are only seen in kings' palaces.

"Go through these halls one after another, and you will come into a beautiful garden, and at the end of the garden you will find a little temple in which is burning a brass lamp. Put out the lamp, throw the oil out of it, and hide it under your coat, then come quickly back to me."

The magician then took out an old copper ring and put it on Aladdin's finger. "This ring," said he, "will protect you from all dangers."

Aladdin got into the hole, went down the steps, and walked through the three halls. When he came to the

garden he stopped to look at the fruit growing on the trees. He wondered to see, not cherries and oranges, but stones of different colours that shone very brightly.

He quickly filled his pockets with these beautiful stones, and walked on towards the temple. There he found the lamp, which he brought back quickly to the top of the steps.

When he saw him, the magician said, "Give me the lamp!"—"First help me to get out of the hole," said Aladdin. --"No ; give it me at once," said the magician. But Aladdin, who was a stubborn boy, again refused to give it to him.

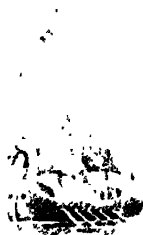
The magician became very angry. He threw more powder on the fire, and again said the magic words. The stone immediately leapt back into its place, and Aladdin was shut up in the dark hole.

Word study: —

gath'er	hall	{rich'es	{rust'y	{pock'et
{place	dark	{lift	{shut	{top
{o-bey'	{hold	{dif'fer-ent }	{fruit	word
dân-ger	{o-pen	end	{through	pow'der

THIRTY-FIFTH LESSON.

Introductory sentences — One boy sits *between* two other boys. The night comes *between* one day and the next. The air is everywhere — it is *between* you and me — it is *between* the walls of the room, it is *between* the floor and the roof.



A NURSERY RHYME.

I saw a ship a sailing,
A sailing on the sea ;
And, oh ! it was all laden
With pretty things for
me !

There was sugar in the
cabin,

And apples in the
hold ;

The sails were made of
silk,

And the masts were
made of gold.



The four - and - twenty
sailors

That stood between
the decks

Were four and - twenty
white mice

With chains about
their necks.



The captain was a duck,
 With a jacket on his back ;
 And when the ship began to move,
 The captain said, " Quack, quack ! "

Word study : —

sail	{ neck	{ cap'tain	{ sū'gar
sail'or	deck	cab'in	move
chain	ap'ple	{ back	{ ship
la'den	mast	quack	silk
		duck	

THIRTY-SIXTH LESSON.

Introductory sentences Aladdin refused to give the lamp to the magician when he told him *to do so*. Boys stand up when they are told *to do so*. Naughty boys beat other boys, when they *do so* the master is angry. Jackals often eat crabs, but jackals which *do so* are not loved by the crabs.

Servants *must* obey their masters. Children *must* not be naughty. Men *must* eat to live ; they *must* not live to eat. If you wish to travel quickly, you *must* travel by train. If you wish people to love you, you *must* behave well.

When the jackal found some dry sticks he took up *one*. There were two loaves left in the basket, a large *one* and a small *one*. I do not carry a watch in my pocket, but I have *one* at home.

THE CLOCK.

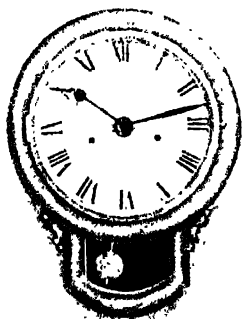
HERE is a clock. Can you tell the time by it? If you cannot tell the time, you can now learn to do so.

First, you must learn the names of

the figures on the dial or clock face.
Here they are: -

I	1	III	4	VII	7	X	10
II	2	IV	5	VIII	8	XI	11
III	3	VI	6	IX	9	XII	12

Now look again at the clock. It has



two hands, a long hand and a short hand. The long one is the minute hand, and the short one is the hour hand.

The long, or minute hand, goes from one figure to another

in five minutes, and once round the clock in an hour. The short, or hour hand, takes a whole hour to go from one figure to the next.

If you look at a clock when it strikes the hour, you will see the minute, or long hand, pointing to XII; and the hour, or short hand, pointing to the number which the clock strikes.

To tell the time, you must look at both hands. The minute hand will tell you the number of minutes which have passed since the clock struck the hour.

The hour hand will tell you the number of the hour which the clock last struck, and the number which it will next strike. It will be between these two numbers.

• From twelve o'clock at night till twelve o'clock the next night there are twenty-four hours. These hours make a day. A day, then, is really a day and a night.

• Twelve o'clock at night is the middle of the night, therefore it is called midnight. Twelve o'clock in the day is the middle of the day, therefore it is called mid-day, or noon.

Mid-day divides the day into two parts. We call the time before twelve morning and forenoon, and the time after twelve afternoon and evening.

Sixty minutes make an hour; twenty-four hours make a day; seven days make a week; and four weeks make a month.

Word-study :—

face	learn ; noon	fig-ure	whole
{ pass	hour	{ min-ute	o'clock'
{ part	{ di'al	{ six'ty	{ must
{ e'-ven-ing	{ time	{ mid'dle	{ num'ber
{ week	{ di-vid'e' }	{ mid-day	{ month

THIRTY-SEVENTH LESSON.

*Introductory sentences :—*None *but* idle boys will play in school. All metals *but* silver and gold will rust in air. We find oranges on no trees *but* orange trees. The magician said to Aladdin, "Nobody *but* you can carry away the riches from the garden."

A SONG.

Under the greenwood tree,
 Who loves to lie with me,
 And turn his merry note
 Unto the sweet bird's throat—
 Come hither, come hither, come hither !
 Here shall * he see
 No enemy
 But winter and rough weather.

Who doth * ambition shun,
 And loves to live in the sun,
 Seeking the food he eats,
 And pleased with what he gets—
 Come hither, come hither, come hither !

* *Shall* is used for will ; *doth* is used for does. These should not be imitated in composition.

Thirty-eighth Lesson.

91

Here shall he see
No enemy
But winter and rough weather.

Word-study :—

W. SHAKESPEARE

{ green'wood
{ seek
{ sweet
{ hith'er
{ am-bi'tion

{ en'e-my
{ weath'er
{ mer'ry
{ note
{ throat

turn
{ shun
{ rough
{ doth, does
food

THIRTY-EIGHTH LESSON.

Introductory sentences :—When the traveller came to the station, he *found himself* late for the train. When the people of the village *found themselves* without food, they went to the rich man's house. When the jackal *found himself* troubled with fleas, he went to a tank. When the crab *found itself* far from its hole, it was afraid.

The miser's pot was not *quite* empty : there was a little ghee at the bottom of it ; but the explorer's bottle was *quite* empty. The Banerwal was *quite* as foolish as his child. Aladdin's pockets were *quite* full of stones. The basket was *quite* full of loaves.

Why did the magician need Aladdin to get the lamp? We do not know *why he needed* him. You know *why you must* look at both hands of the clock. The magician *did not ask* Aladdin *why he was playing* in the street.

The Banerwal's wife knew why he *had thrown* a stone into the water. The silversmith's wife *asked* him why *he had made* a bangle of pure silver. When the jackal *had taken* a stick in his mouth, he *went* into the tank. When the tree *had grown* high, cocoanuts *began* to appear on it.

Gold is of *great value*. Silver is not of *as great value as* gold. Iron is not of *great value*

Sheep *live on* grass ; dogs *live on* meat. Men *live on* rice and other things. They buy these things with money, so they are said to *live on* the money. A man can *live on* four annas a day. Rich men *live on* ten rupees a day. A man can *live* for a month *on* five rupees.

As soon as the iron was red hot the blacksmith hammered it. The mad dog ran away *as soon as* it saw the men. The clock strikes *as soon as* the hour hand reaches twelve. *As soon as* the magician said the magic words the ground opened

THE STORY OF ALADDIN.—III.

WHEN Aladdin found himself buried alive, he was very much afraid, and shouted and wept till he was quite tired. Then he sat down on the steps and waited for death.

After two days and nights without food he thought, "I shall surely die ;" and putting his hands together to pray to God, he rubbed the copper ring on his finger. Immediately a big, ugly jin appeared.

Aladdin was very much afraid ; but the jin said, "I am the slave of the ring, and I and my servants will obey all your orders."—"Then take me out of this place," said Aladdin. As soon as he had said this he found himself in the town near his mother's house.

Neither Aladdin nor his mother knew why the jin had appeared in the cave. They therefore did not rub the ring again ; but Aladdin took some of the stones from the magic garden to a goldsmith who lived near.

These stones were really rubies, diamonds, and emeralds, and were of very great value ; but the goldsmith, seeing that Aladdin did not know their value, said to him, “They are very beautiful, but they are only glass. I will give you four annas for each of them.” Aladdin thought that this was a good price, and sold all the stones for twenty-five rupees.

Aladdin and his mother lived on this money for about a month. At the end of this time there was no food in the house, so Aladdin said, “I will sell the lamp.” His mother said, “I will first clean and polish it, so that it will bring a higher price.” As soon as she rubbed the lamp a jin appeared, larger and more ugly than the jin of the ring.

The jin said, "I am the slave of the lamp, and I and my servants will obey all your orders."—"Bring us food," said Aladdin; and immediately a feast appeared fit for a king.



Aladdin and his mother now knew why the slaves of the ring and the lamp appeared. After this they often rubbed the lamp, and became very rich; and at last Aladdin wished to marry the

daughter of the Emperor of China.

In another lesson you will read what the magician did to get back the lamp.

Word-study :—

hap'-py, hap'-pi-ly
 { pray
 slave
 glass
 pal'-ace
 { feast
 clean
 Em'-per-or

{ a-live'
 quite
 tired
 die
 price
 { jin
 fit

God
 bur'-y, bur'-ied
 shout
 sure, sure'-ly
 daugh'-ter
 or'-der
 { death
 sell, sold

Write all you can about the jins of the ring and the lamp, and of the stones that Aladdin brought from the garden.

THIRTY-NINTH LESSON.

A BENGALI NURSERY RHYME.

When people tell stories to children in Bengal, they often end with this rhyme :--

Thus my story endeth,
 The Natiya-thorn withereth.
 " Why, O Natiya-thorn, dost * wither ? "
 " Why does thy cow on me browse ? "
 " Why, O cow, dost thou browse ? "
 " Why does thy neatherd not tend me ? "
 " Why, O neatherd, dost not tend the cow ? "
 " Why does thy daughter-in-law not give me
 rice ? "
 " Why, O daughter-in-law, dost not give rice ? "
 " Why does my child cry ? "
 " Why, O child, dost thou cry ? "
 " Why does the ant bite me ? "
 " Why, O ant, dost thou bite ? "
 Koot ! koot ! koot !

Translated by LAL BEHARI DAY.

Word-study : --

Nat'i-ya	with'er	do, dost
ant	with'er-eth	daugh'ter-in-law
tend	{ thy	{ cow
end'eth	{ cry	{ browse
neat'herd	thorn	thou

* *Thou, dost, and thy* are often used in poetry for *you, do, and your* : *doth* and *withereth* are used for *do* and *withers*. These should not be imitated in composition.

FORTIETH LESSON.

THE ELEPHANT.

ANIMALS such as lions, jackals, and sheep are called land animals, because they live on land. Some animals, such as whales, live in the water. Others, such as frogs, live partly on land and partly in water.

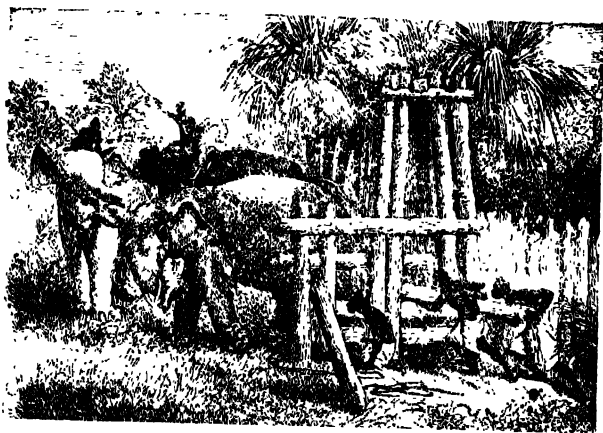
The elephant is the largest of land animals. It differs from other animals in having a trunk. This is really a very long nose, at the end of which the two nostrils open. At the end of the trunk is also something like a finger.

The elephant uses its trunk in several ways. With it it gathers leaves and branches from the trees and grass from the ground, and with it puts these into its mouth. It can also fill its trunk with water and pour it into its mouth.

Sometimes, when it is hot, it throws water from its trunk over its body. With the finger at the end of its trunk

it can pick up very small things, even the smallest coins.

Elephants also have tusks, which are really very long teeth. They use their tusks for fighting, and also for digging in the earth for roots, which they eat. The tusks are made of ivory. This is

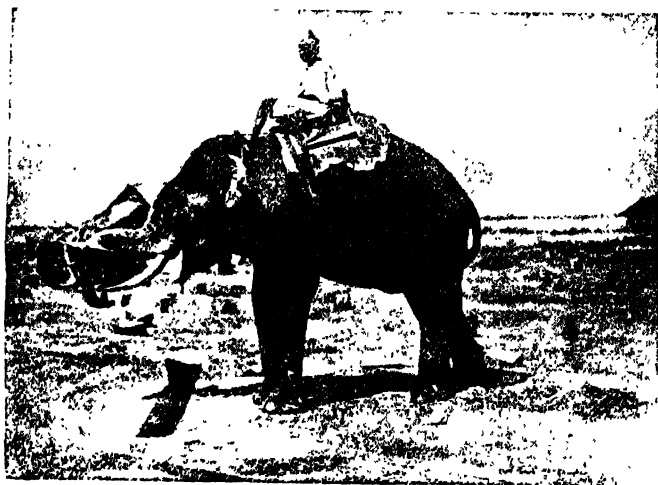


white and very hard, and can be beautifully polished. It is therefore used for making ornaments. In the palaces of kings even chairs and tables are found made of ivory.

Elephants are very intelligent, and can be taught to do useful work. People therefore take much trouble to catch

them alive. There are several ways of doing this. One way is by driving the wild elephants into a kedda. This is an enclosure made with a very strong and high fence.

In the first picture we see a kedda with a herd of wild elephants inside. Outside are two tame elephants with men on their backs, and a wild elephant, the hind legs of which the men have tied to the gate.



This is a picture of an elephant at work in a timber-yard in Burma. He is carrying a log of wood. He has taken up the log with his tusks, and

holds it on them with his trunk. The man on the elephant's back will order him to put down the log in a certain place, and he will obey.

Look at the shadow of the elephant and of the log of wood in the picture. It falls just under the elephant, because it is about twelve o'clock in the day.

Word-study:—

{ an'i-mal
 { shad'ow
 { land
 { whale
 { tame
 { gate
 { strong

{ part'ly
 { yard
 { dig
 { tim'ber
 { i'vo-ry
 { wild
 { hind

nose
 nos'tril
 ked'da
 log
 en-clo'sure
 beau'ti-ful-ly
 Bur'ma

Write all you can about the elephant's trunk, and about the elephant in the timber-yard.

FORTY-FIRST LESSON.

THE STORY OF ALADDIN.—IV.

THE Emperor of China said to Aladdin, "If you marry my daughter, you must build a palace for her to live in." Aladdin replied, "I will build in one night the most beautiful palace you have ever seen, if you will give me for the

purpose the maidan opposite your own palace."

The emperor consented, and Aladdin went home and rubbed the lamp. Immediately the jin appeared. "Can you build in a single night a palace for the emperor's daughter and me to live in?" asked Aladdin.—"Surely I and my servants can do so," answered the jin.

"Build it, then," said Aladdin, "and make in the palace a hall fifty feet long and thirty feet wide, with twenty-four windows, all ornamented with precious stones; but leave one of the windows unfinished."

The next morning when the emperor got up he wondered much to see a large palace built on the maidan before his own palace. He sent a servant to fetch Aladdin, and they went together to see the new palace.

It was very beautiful, built of white marble like the Taj Mahal at Agra, and ornamented everywhere with coloured marbles like the Jama Masjid. But the most beautiful part of the palace

was the large hall with the twenty-four windows.

The emperor wondered to see these windows ornamented with emeralds, rubies, and diamonds, but he wondered still more when he found one unfinished. "Why is this unfinished?" asked he.

"Surely," said Aladdin, "your majesty will wish to build yourself part of the house of your majesty's daughter."—"A happy thought," said the emperor. "Fetch from my treasury all my precious stones, and my servants shall finish the window."

The emperor's servants worked all day and all night and used all his precious stones, but they did not finish half the window, and at last Aladdin ordered the jin to do it. The emperor then saw how very rich Aladdin was, and he gave him the princess to be his wife.

Word-study : —

Taj Ma-hal'	mā'-jes-ty	op'-po-site	sin'-gle
Ag'-ra	dis-ap-pear'	thought	fin'-ish
mar'-ble	con-sent'	Jam'a Mas'-jid	un-fin'-ished
mai-dan'	col'-oured	treas'-u-ry	fif'-ty

Write all you can about Aladdin's palace

FORTY-SECOND LESSON.

Introductory sentences :-- The earth closed and *prevented* Aladdin *from getting out* of the hole. The water *prevented* the fleas *from hopping down* the jackal's legs. The elephant *prevented* the flies *from troubling* the child.

The magician talked to *both* Aladdin and his mother. Copper is mixed with *both* silver and gold. *Both* the Banerwal and his wife were foolish.

Jackals eat meat; they *eat off* the ground. Some eat rice; they often *eat off* leaves. Others eat bread; they often *eat off* tables.


Men use *a number of* metals. *A number of* tools are made of iron. The crabs saw *a number of* jackals.

A TREE.

HERE is a picture of a tree. The parts of a tree are its roots, trunk, branches, and leaves. We find on some trees also flowers and fruit.

We cannot see the roots of the tree, because they are hidden in the ground. They keep the tree upright, and fix it firmly in the ground, and prevent the wind from blowing it down.

The body of the tree without the branches is called the trunk. The branches grow out of the trunk. The very small branches are called twigs.





From the twigs grow the leaves, the flowers, and the fruit.

The leaves of trees are very useful to both men and animals. They give the shade that protects us from the

heat of the sun ; many animals feed on them ; people eat their food off the leaves of some trees, and make mats, which are used for a number of purposes, from those of others.

The trunk and large branches are also very useful. From them we get the wood, or timber, which is used in building houses and ships and for making a large number of useful things. The smaller branches and twigs are used for firewood.

Trees which bear fruit are called fruit trees. We have mango trees, cocoanut trees, orange trees, lime trees, and tamarind trees, which bear mangoes, cocoanuts, oranges, limes, and tamarinds.

A great number of trees growing together is called a wood ; a large wood is called a forest. In India we often call a forest a jungle.

Proverb.—“As the twig’s bent the tree’s inclined.”

Conversation.—What do the roots of a tree prevent the wind from doing? What do schoolmasters prevent children from doing? From playing, talking in school,

bringing lambs to school, being idle, etc. What did the men prevent the mad dog from doing? They prevented it from biting the children. What did the jackal's relations prevent him from doing? From going into the jungle. Etc.

Word-study :--

{ man'go	bear	pre-vent'	up'right }
{ tam'a-rind	bend	{ twig	lime
{ mat	prov'erb	{ wind	in-cline' }

Note : --*Twig's*, twig is ; *tree's*, tree is.

Composition :---Write sentences about the use *to the tree* of its roots and its twigs, and of the use *to men* of its leaves and trunk.

FORTY-THIRD LESSON.

THE STORY OF ALADDIN.--V.

ONE day Aladdin had gone hunting, and only the princess and her servants were at home. One of the servants, a young girl, was looking out of the window, when she saw an old man coming along the street with a basket full of brass lamps on his back.

He was shouting, "New lamps for old! new lamps for old!" and a crowd of idle people followed him, laughing at him. When he saw the servant girl he said, "Has your master any old

lamps? If he has any, I will give new ones for them."

At first the girl said, "No, he has none," but then she remembered the old brass lamp which Aladdin kept in his own room. She said to the old man, "Wait a minute and I will fetch you an old lamp." She ran to Aladdin's room, and found the lamp on a high shelf in the corner. She took it to the old man, who gave her a new brass lamp for it.

Now the old man was the Indian magician, who had thought of this way of getting the lamp from Aladdin. As soon as he had it he went outside the town and hid himself in a jungle. Then he rubbed the lamp; and when the jin appeared he said, "Remove Aladdin's palace into the middle of the deserts of Africa." "I will obey your orders," said the jin.

When Aladdin came back from hunting, his palace was nowhere to be seen. For some time he could do nothing but weep. At last he thought of the ring and rubbed it.

The jin appeared. and Aladdin said, "Where is my palace?" The jin replied, "The servants of the jin of the lamp have removed it into the middle of the African deserts."

"Bring it back, then," said Aladdin. —"Alas!" replied the jin, "I cannot do so; the jin of the lamp is stronger than I. I can only take you to the palace. I cannot bring the palace to you."

Immediately Aladdin found himself in the desert in front of his palace. All the doors and windows were shut, and he could see nobody.

By great good fortune the princess peeped through a window and saw him. She called to him, and he came near the window. "The magician," she said, "wishes me to marry him, and he will kill me if I do not consent."

"You must pretend to consent," said Aladdin. "But make him promise to drink a cup of wine with you before the marriage. I will give you something to put in the cup which will rid us of him for ever. Send one of your

servants to me in an hour." He then went away and hid himself among some rocks which were near.

Aladdin rubbed the ring, and the jin soon brought him some poison. This he gave to the princess's servant. At night the servant came again to Aladdin, and led him to the door of the princess's room.

Here, hidden behind a curtain, Aladdin saw the princess and the magician. The magician was just raising the cup of poisoned wine to his lips. He drank it, and fell back dead.

Aladdin rushed in and seized the lamp, which the magician kept always in his bosom. Aladdin rubbed the lamp, and the jin immediately carried back the palace to Pekin; and Aladdin and the princess lived in it happily for many years.

Word-study :—

Af'-ri-ca,	con-sent'	re-ply',	cor'-ner
Af'-ri-can	pre-tend'	re-plied'	re-môve'
mar'-riage	shelf	wine	rock
{ grief	des'-ert	{ hunt	bô'-som
{ lead, led	re-mem'-ber	{ rush	poi'-son
{ peep	o-ver-whelm'	{ cup	serv'-ant

Write an account of the way in which Aladdin and the princess killed the magician.

-- ♦ --

FORTY-FOURTH LESSON.

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THE KING-EMPEROR.

(See Frontispiece.)

HIS MAJESTY, the King-Emperor, George the Fifth, is the son of Edward the Seventh and Queen Alexandra. He was born on 3rd June 1865. The eldest son of the English king or queen is always called Prince of Wales. King George was not the eldest son, but he became heir to the throne on the death of his elder brother, Prince Albert Victor. So George the Fifth, before he became king, was the Prince of Wales.

When he was twelve years old he went to sea to be trained as an officer of the Navy. There on the training-ship *Britannia* his teaching as a sailor began. He was made a captain in 1893. He is now known as "Our Sailor King."

When he was twenty-eight years old

he married Princess Victoria Mary of Teck. She is now Queen Mary. They have six children—five sons and one daughter. Their eldest son, Prince Edward Albert, was born in 1894. He is now Prince of Wales.

In 1877 King George and his brother started upon a two years' sea trip round the world. He has travelled more than any other king. Few of his people have visited so many parts of the British Empire.

In the year after the death of Queen Victoria, when he was still known as Duke of York, he started on a long voyage in the *Ophir*. He went first to Australia. There he opened the first Parliament of the Commonwealth. He then visited New Zealand. He next sailed to South Africa, and finished up his long trip by calling at Canada and Newfoundland.

In 1905 the present King and Queen, then Prince and Princess of Wales, landed in Bombay. Their visit to the Indian Empire was a long one. They

stayed nearly five months. They took a very kind interest in all classes of the people. Wherever they went they were well received. On their way home they paid a visit to the Khedive of Egypt.

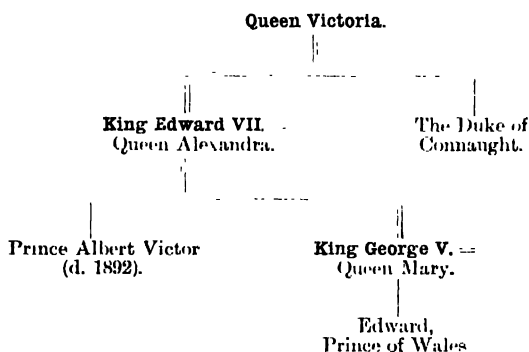
In 1908 King George again went to Canada. He was to have paid another visit to South Africa in 1910 to open the first Parliament of the Union. On account of the death of his father, Edward the Seventh, he was unable to do this. His uncle, the Duke of Connaught, was sent in his place.

· He became king on the 6th May 1910, when his father died. He is called George the Fifth, because there were before him four kings of England named George.

Queen Victoria loved India very much. She had an Indian gentleman to teach her Urdu. Edward the Seventh also loved India. Because of his great love for it he sent his son and daughter, the Prince and Princess of Wales, to visit it, and to learn to love it and the Indian people. King George has shown, both on

that visit and in many other ways, that his liking for the country is just as great as that of his grandmother or his father.

Here is a table which shows the names of King George and those of his relations who are mentioned in this lesson. Your master will tell you what the lines between them mean :—



Word-study :—

Wales	Em'per-or	Prince	broth'er
train'ing	Ed'ward	chil'dren	coun'try
sail'or	Sev'enth	vis'it-ed	known
Mā'jes-ty	el'dest	Brit'ish	voy'age
cap'tain	twelve	Vic-to-ri-a	shown
mar'ried	twen'ty	Fifth	Duke
Can'a-da	pres'ent	Ilk'ing	Un'ion
class'es	re-ceived'	Em'pire	un'cle
start'ed	peo'ple	first	Ur'du

Make out a table like that in the lesson for yourself and your own relations.

SYNOPSIS OF GRAMMAR.

(So far as it is exemplified in this work.)

••

NOUNS.

Classification.

Common nouns - sheep, trunk, gold.

Proper nouns - Japan, Tommy Tucker, Mary

Abstract nouns - evening, time, noon, ambition

Collective common nouns - people, class.

Inflection.

NUMBER.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
boy, book	boy s, book-s	child	child-ren
class	class-es	sheep	sheep
lad-y	lad ies	—	trousers
kni-fe, loa f	kni-ves, loa-ves	gold	—
man, foot, mouse	men, feet, mice	cloth	cloth-s, cloth-es

GENDER.

<i>Masculine.</i>	<i>Feminine.</i>
gentleman, father	lady, mother
bullock	cow
lion	lion-ess
milk-man	milk-maid

CASE.

<i>Sing.</i>	<i>Plu.</i>
<i>Nom. or Obj.</i> —elephant, child	elephants, children
<i>Possessive</i> —elephant's, child's	elephants', children's

ADJECTIVES.

Classification.

<i>Demonstrative Adjectives</i>	—	a, an, the, this, these, that, those.
<i>Distributive Adjective</i>	—	each, every.
<i>Adjectives of Quality</i>	—	large, industrious, heavy.
„	„	<i>Number</i> —
		<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <i>Definite</i> { Cardinal — one, two, etc. Ordinal — first, second, etc. } </div> <div> <i>Indefinite</i> — any, many, few, some, etc. </div> </div>
„	„	<i>Quantity</i> — much, little, some.

Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
high	high-er	high-est
sweet	sweet-er	sweet-est
large	larg-er	larg-est
beautiful	more beautiful	most beautiful
patient	more patient	most patient
many }	more	most
much }		
small	small-er	small-est
far	farther	farthest
old	old-er	old-est
	eld-er	eld-est
near	near-er	near-est
		next

NOUNS AND ADJECTIVES.

Very many nouns can be used as adjectives without change—for example, a *morning* walk, an *evening* lesson, a *baby* lion, a *banter*er jungle, a *stone* bridge, a *brick* house, *cotton* cloth, *bronze*, *brass*, *silver* vessels, a *bullock* cart, a *charcoal* fire, a *diamond* ring.

The following pairs of nouns and adjectives may be noted: difficulty, difficult; honesty, honest; industry, industrious; idleness, idle; patience, patient; weight, weighty; casiness, easy.

Compound nouns are formed by joining *an adjective and a noun*—e.g., blacksmith, gentleman, greenwood; *two nouns*—e.g., moonlight, neatherd, railway, schoolmaster, schoolroom, cocoanut, matchbox; *a verb and a noun*—e.g., playground, cooking-pot.

PRONOUNS.

Personal Pronouns.

	<i>Sing.</i>			<i>Plu.</i>		
	<i>1st Per.</i>	<i>2nd Per.</i>	<i>3rd Per.</i>	<i>1st Per.</i>	<i>2nd Per.</i>	<i>3rd Per.</i>
<i>Nominative</i>	I	thou	he, she, it	we	you	they
<i>Possessive</i>	my	thy	his, her, its	our	your	their
<i>Objective</i>	me	thee	him, her, it	us	you	them

Demonstrative Pronouns - his, these, that, those.

Indefinite Pronouns - one, none, some, both, other, another, each.

Relative Pronouns - who, which, what.

Interrogative Pronouns - what? who?

VERBS.

Transitive Verbs—bite, melt, make, love, etc.

Intransitive Verbs—be, run, sleep, walk, etc.

Conjugation of the Verb.

PRINCIPAL PARTS.

Weak Verbs.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle</i>
walk	walk-ed	walk-ed
love	love-d	love-d

Strong Verbs.

eat	ate, eat	eaten
wrote	wrote	written

Conjugation of the verb *to love*.

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I love.	We love.
<i>2nd Per.</i> Thou lovest.	You love.
<i>3rd Per.</i> He loves.	They love.

PRESENT IMPERFECT TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I am loving.	We are loving.
<i>2nd Per.</i> Thou art loving.	You are loving.
<i>3rd Per.</i> He is loving.	They are loving

PAST TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I loved.	We loved.
<i>2nd Per.</i> Thou lovedst.	You loved.
<i>3rd Per.</i> He loved.	They loved

FUTURE TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I shall love.	We shall love.
<i>2nd Per.</i> Thou wilt love.	You will love.
<i>3rd Per.</i> He will love.	They will love.

PRESENT PERFECT TENSE

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I have loved.	We have loved.
<i>2nd Per.</i> Thou hast loved.	You have loved.
<i>3rd Per.</i> He has loved.	They have loved

PAST PERFECT TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I had loved.	We had loved
<i>2nd Per.</i> Thou hadst loved.	You had loved.
<i>3rd Per.</i> He had loved.	They had loved

IMPERATIVE MOOD.

2nd Per. Singular and Plural—love.

INFINITIVE MOOD.

To love, love.

PARTICIPLES.

Present—Loving. *Past*—Loved.

GERUND.

Loving.

PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I am loved.	We are loved.
<i>2nd Per.</i> Thou art loved.	You are loved.
<i>3rd Per.</i> He is loved.	They are loved.

PAST TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I was loved.	We were loved.
<i>2nd Per.</i> Thou wast loved.	You were loved.
<i>3rd Per.</i> He was loved	They were loved.

PRESENT PERFECT TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I have been loved.	We have been loved.
<i>2nd Per.</i> Thou hast been loved.	You have been loved.
<i>3rd Per.</i> He has been loved.	They have been loved.

PAST PERFECT TENSE.

<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i> I had been loved.	We had been loved.
<i>2nd Per.</i> Thou hadst been loved.	You had been loved.
<i>3rd Per.</i> He had been loved.	They had been loved.

INFINITIVE MOOD.

To be loved, be loved.

PARTICIPLE.

Loved.

NOTE.—The present and future imperfect tenses active are formed with the present participle and infinitive respectively, the perfect tenses active and the present and past passive with the past participle. Strong verbs can therefore be conjugated like weak verbs if their principal parts are known—for example :

Present Tense, I bite.

Past Tense (Active), I bit.

Present Perfect Tense (Active), I have bitten.

Present Tense (Passive), I am bitten.

Past Tense (Passive), I was bitten.

Certain verbs which are used in conjugating other verbs are called auxiliary verbs. The following must be known:—

To be.

INDICATIVE MOOD.

PRESENT TENSE.

	<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i>	I am.	We are.
<i>2nd Per.</i>	Thou art.	You are.
<i>3rd Per.</i>	He is.	They are

PAST TENSE.

	<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i>	I was.	We were.
<i>2nd Per.</i>	Thou wast.	You were.
<i>3rd Per.</i>	He was.	They were.

FUTURE TENSE.

I shall be, thou wilt be, etc.

PRESENT PERFECT TENSE.

I have been, etc.

INFINITIVE MOOD.

To be, be.

PARTICIPLES.

Being. been.

To have.

INDICATIVE MOOD.

PRESENT TENSE.

	<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i>	I have.	We have.
<i>2nd Per.</i>	Thou hast.	You have.
<i>3rd Per.</i>	He has.	They have.

PAST TENSE.

	<i>Sing.</i>	<i>Plu.</i>
<i>1st Per.</i>	I had.	We had.
<i>2nd Per.</i>	Thou hadst.	You had.
<i>3rd Per.</i>	He had.	They had.

FUTURE TENSE.

I shall have, thou wilt have, etc.

PRESENT PERFECT TENSE.

I have had, etc.

INFINITIVE MOOD.

To have have

PARTICIPLES.

Having. had.

To do.

INDICATIVE MOOD

PRESENT TENSE.

Sing.

<i>1st Per.</i> I do.	<i>Plu.</i> We do.
<i>2nd Per.</i> Thou doest or dost.	You do.
<i>3rd Per.</i> He does.	They do.

PAST TENSE.

Sing.

<i>1st Per.</i> I did.	<i>Plu.</i> We did.
<i>2nd Per.</i> Thou didst.	You did.
<i>3rd Per.</i> He did.	They did.

FUTURE TENSE.

I shall do, &c.

PRESENT PERFECT TENSE.

I have done, &c.

INFINITIVE MOOD.

To do, do.

PARTICIPLES.

Doing, done.

PRINCIPAL PARTS OF VERBS.

I. Weak verbs, which take -d or -t instead of -ed in the past participle, and sometimes undergo *vowel change*.

1. Without vowel change.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Passive Participle.</i>
bend	bent	bent
burn	burnt	burnt
have	had	had
make	made	made

2. Suffix dropped and vowel changed.

keep	kept	kept	read	read	read
kneel	knelt	knelt	sleep	slept	slept
hear	heard	heard	weep	wept	wept
lead	led	led	buy	bought	bought
leap	leapt	leapt	catch	caught	caught
leave	left	left	think	thought	thought
light	lit	lit	bring	brought	brought
mean	meant	meant	tell	told	told

3. Suffix dropped, no vowel change.

build	built	built	put	put	put
cut	cut	cut	rid	rid	rid

4. *With strong Past Participle.*

lade laded laden

II. Strong verbs.

1. *Participle in -en.*

bite	bit	bitten	know	knew	known
blow	blew	blown	lie	lay	lain
break	broke	broken	rise	rose	risen
draw	drew	drawn	see	saw	seen
eat	ate, eat	eaten	speak	spoke	spoken
fall	fell	fallen	take	took	taken
fly	flew	flown	throw	threw	thrown
give	gave	given	wear	wore	worn
grow	grew	grown	write	wrote	written
hide	hid	hidden			

2. *Present or Past Tense and Past Participle alike.*

become	became	became	hold	held	held
come	came	come	run	ran	run
dig	dug	dug	shine	shone	shone
fight	fought	fought	sit	sat	sat
find	found	found	stand	stood	stood
get	got	got	wind	wound	wound
hang	hung	hung			

3. *All three parts different.*

begin	began	began	sing	sang	sung
drink	drank	drunk			

III. Anomalous verbs.

be	was	been	go	went	gone
do	did	done			

IV. Defective verbs.

<i>Present.</i>	<i>Past.</i>	<i>Present.</i>	<i>Past.</i>
will	would	can	could
may	might	must	must

NOUNS AND VERBS.

Many words are both nouns and verbs--for example, burn, leap, light, sleep, thought, bite, fall, fight, drink, walk, love, will, answer, cover, hammer, help, hop, step, sail, wonder.

The following pairs of verbs and nouns may be noticed :—

<i>verb.</i>	<i>noun.</i>	<i>verb.</i>	<i>noun.</i>	<i>verb.</i>	<i>noun.</i>
give	gift	sing	song	travel	traveller
grow	growth	carry	carriage	drive	driver
see	sight	mix	mixture		--
fly	flight	sit	seat	sail	sailor
<hr/>					
begin	beginning	write	writing	build	building
read	reading	bathe	bathing	cook	cooking

ADVERBS.

Classification.

Adverbs of Time—then, now, often.

Adverbs of Place—here, home.

Adverbs of Manner—beautifully.

Adverbs of Degree—very, little.

Relative Adverbs—when, where, whenever, wherever.

Interrogative Adverbs—when, where, why, how.

Formation of Adverbs from Adjectives.

<i>Adj.</i>	<i>Adv.</i>	<i>Adj.</i>	<i>Adv.</i>
neat	neat-ly	good	well
real	real-ly	beautiful	beautiful-ly
quick	quick-ly	easy	easy-ly
sure	sure-ly	useful	useful-ly

PREPOSITIONS.

Certain words can be used as both prepositions and adverbs. In this book the following are used in both ways—up, down, on, near, behind, about, after, inside, outside.

CONJUNCTIONS.

1. Joining *words*—and, than.
2. „ *phrases*—and, nor, than.
3. „ *sentences*—because, if, and.

HINTS FOR TEACHERS.

General Principles. — Certain principles of foreign language teaching may now be said to be generally recognized, namely,—

1. Oral work should precede reading and writing.
2. The teaching should be *direct* or *natural*—that is, it should seek to attach the words and phrases of the language directly to things and ideas, without reference to words already known in the mother tongue.
3. The work in its early stages should be *synthetic* rather than *analytic*—that is, it should aim rather at leading the pupils to make sentences of their own than at the minute analysis of those in their reading books.

English does not occupy in India quite the same position as French or German does in England, but it is at all events not the mother tongue of the great majority of the children who learn it, and I think the above principles should govern its teaching. In preparing this little book I have therefore kept them in mind. It remains to explain my intentions as to its use.

Importance of Oral Work.— Each lesson should in the first place be worked over orally, with a view to teaching the new forms of expression and the new words and phrases that occur in it. The unit of this oral work should be the phrase rather than the word—for example, the first sentence naturally divides itself into—“Look at | this picture.”

The analysis of phrases into words should come after the phrases are familiar. If this preparatory oral work is thoroughly done, the child will approach the actual reading of the lesson much as does one in whose mother tongue it is. His difficulties will be mainly those of *reading*—that is, of discovering the connection between the sounds he has learned and the written symbols for them.

Introductory Sentences.—The introductory sentences which begin each lesson should help in this. They use for the most part the vocabulary already known, and seek to introduce new inflections and new forms of expression and such new words as pronouns, adverbs, and prepositions in combination with familiar nouns, adjectives, and verbs. The teacher will do well not to confine himself to the sentences given in the book. They should suggest to him other similar sentences for oral use.

Conversation.—Sentences for conversation only follow some of the lessons. This is not because I think that conversation should not form an important part of every lesson. I think it undoubtedly should, and it very appropriately follows as well as precedes reading. Special paragraphs headed *Conversation* are given, however, only when it seems desirable to introduce some new form of question and answer made possible by the introduction of new sentence forms in the reading lesson.

Revision.—The value of the introductory and conversation sentences as a means of revision will not be overlooked by experienced teachers. Their use should make unnecessary the incessant reading over and over again of the large text of the lessons.

Word-study.—The lists of words under Word-study are given partly in order that the addition made to the vocabulary by each lesson may be perfectly clear, and partly to give facilities for the study of spelling and of the dependence of one word on another. The words are arranged as far as possible according to sound, the brackets on the

left showing the words that have the same vowel sound in the stressed syllable. The brackets on the right show similarity of sound in unstressed syllables or inflected words.

Composition. - A composition exercise is appended to each lesson. Composition is not usually begun at so early a stage as this book has in view, but I believe that this is a great mistake, and that the children will be able to do the exercises I have set down for them. These will, in any case, I hope, be found suggestive by teachers as showing a variety of ways in which practice in writing English may be given. Any teacher who thinks that the more difficult ways of doing this are introduced prematurely can substitute easier ones. Of course thorough class preparation for each exercise is necessary, and it is not expected that the pupils should always understand without help the directions given for carrying out an exercise.

Application of the Principles of the Direct Method. —The direct method presupposes avoidance of the use of the vernacular, and I believe the lessons in this book can be taught practically without it, and that if progress is slow at first, the time apparently lost in the earlier lessons will be amply made up later. While, therefore, I would advise teachers to avoid pedantry in applying the method, I would also advise them to be very certain that the introduction of a vernacular word or explanation is absolutely necessary before resorting to it. They will do well, I am convinced, to be very sparing of "explanation" in either language. Excess of explanation is a prevalent error in language teaching the world over, and is perhaps nowhere more rampant than in India.

For teaching the meaning of a new word the teacher has various means at his command. The context often suggests it, and the habit should be encouraged in children of expecting to pick up new words from the context. They can be aided in doing this by the teacher showing them things and

pictures, and by his performing and causing them to perform actions.

Very many of the objects mentioned in this book can easily be produced before the class, and representations of very many of the rest will be found in the pictures, so that the names of things and the words indicating their qualities should present little difficulty, and the pictures, helped by gesture, should make clear the meaning of most of the verbs, adverbs, prepositions, and conjunctions.

The following suggestions for teaching some of the lessons may be useful. They are not, of course, meant to be exhaustive.

Lesson I. - If English by "conversation lessons" has been taught in the primary classes, this and the succeeding ten lessons or so should present little difficulty. The reading should be for the most part reading of words already known, at all events orally.

If necessary, *to lie*, *to walk*, and *to stand*, and the prepositions *on*, *in*, and *behind*, can be taught by actions. For example, the statement "I am walking," accompanied by the action, should teach the word; and boys can be made to lie and to stand *on* the benches, and one boy may be made to stand *behind* another.

Lesson II. - Here the chief difficulties are *can* and *near* in the reading lesson, and *where* and *else* in the conversation. To bring out *can*, questions requiring the answer *no* should be useful. "We can see a lion, or cubs, children, etc., in the picture. Can we see sheep, lambs, trees, water, houses, etc? No." *Near* can be taught by actions, *else* by sufficient repetition.

Lesson III. - *Colour* is the chief difficulty. If the teacher will use objects differing only in colour for example, pieces of differently coloured paper or the Pestalozzian gift of coloured balls he should be able to overcome it with the help of reiterated questions. Of course, some colour names should be learned before the word *colour*. It may be well to

remark that a certain amount of anticipation of words used in later reading lessons is to be encouraged in conversation. A word need not necessarily be read or written immediately it is known orally.

Lesson IV.—The comparative degree is here introduced. For teaching it, I would suggest the use of objects differing only in size—for example, the blocks used for building in kindergarten classes.

Lesson V.—The first in verse. If the teacher can draw, however roughly, on the blackboard, he can make a mouse run up and down the clock. He must explain in the vernacular that a tall clock standing on the floor is meant, and not such as is seen in the schoolroom. "Hickory, dickory, dock" is meant to imitate the ticking of a clock of this kind. I know from experience that even a primary class can understand and learn this rhyme in a very short time. The other rhyme introduces the future tense. Action is wanted here also. I would suggest something of this kind. To the class, "A *will* stand up." To A, "Stand up." "A *will* sit down," "Sit down, A," and so on, with much repetition with all the verbs that can be so used.

Lesson VI.—Here *like* obviously demands the use of like and unlike objects; *try*, the use of action. For example, "Can you say 'Hickory, dickory, dock?' *Try* to say it. Next boy, *try* to say it," etc. The idea of the verb *do* requires connecting successively with a number of actions—for example, "This boy is standing." "What is he *doing*?" "This boy is sitting." "What is he *doing*?" Using pictures—"The lamb is *eating*." "What is it *doing*," etc.

Lesson VII.—*How many*. Here again objects of the same kind should first be used—for example, the building blocks. *Seems* will probably require translation. The notion implied in *because* should form itself from a number of statements derived from the pictures. For example, "This is a cocoanut tree, *because* it has cocoanuts. These are flowers,

because they are white. This is a bullock cart, *because* it has bullocks," etc.

Lesson VIII. — *One, another, some, others*, plainly need different actions by one or more boys. "*One* boy is standing up, *the others* are sitting down." "*Some* boys are standing," etc.

Lesson X. The difficulty here is *if*. Put two objects on the desk— for example, a pen and a pencil. Say, "*If* I pick up the pencil, A stand up. *If* I pick up the pen, B stand up." Then pick up one of the objects. The boys will grasp your meaning if you help them with gestures, and you can have a number of similar actions performed conditionally.

• **Lesson XIV.** — *While* and *after* are obviously capable of being taught by actions, and so are *cannot* and *no longer*.

As the stock of words increases, the context, helped by the pictures, may be more and more relied on. The teacher should, however, be always on the watch to supplement these by gesture and action, and by the exhibition of objects.

It is presumed that the subject-matter of Lessons XXII., XXIV., XXVII., XXX., XXXIII., XXXVI., and XL. will have been taught in object lessons in the vernacular. The teacher will do well, however, to work these lessons over as object lessons in English before they are read. He will find it well worth the trouble, for example, to light a small charcoal fire, and, meanwhile, to talk about it in English, and to make his pupils do so, and to boil water and even a little rice on it, and to use it for making a bit of iron red-hot. *चूल्हा, बिल, लोहा, पानी*

In Lessons XII., XVII., XIX., XX., XXII., XXIV., XXVIII., XXXI., XL., and XLIV., it will obviously be well to use wall maps. If a few other names are incidentally taught as well as those in the lessons, so much the better.

Translation.— It is often thought that ability to translate is the only test of a boy's knowing the meaning of what he reads in a foreign language. This is, I believe, a mistake.

The best test of knowledge of words and forms is ability to use them in speaking and writing, and it is the teacher's business to provide so many and such varied opportunities for doing this as will incidentally test his pupils' knowledge. Translation is no doubt a valuable exercise, but it belongs to more advanced language work, and should not be resorted to till considerable progress has been made in the foreign language. In Indian schools, it appears to me that it should be confined to upper secondary classes.

Grammar.—A synopsis of the grammar illustrated by the lessons is added for convenience. Teachers will, however, do well to make their pupils construct their grammar for themselves as they go along. The few paradigms that are added to lessons are given rather as hints to teachers as to how this may be done than as in the least exhausting the possibilities of the lessons for formal grammar work. The way in which this can best be carried on will of course depend on the extent to which the pupils are familiar with grammatical ideas from their previous work in English and the vernacular.

